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THE UNIVERSITY OF ALBERTA

LOVE COUNTS: ROMANTICISM IN CANADIAN UNDERGRADUATE STUDENTS

by

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A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled LOVE COUNTS: ROMANTICISM IN CANADIAN UNDERGRADUATE STUDENTS submitted by Barrie W. Robinson in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Sociology.

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ABSTRACT

Three models are derived from the existing empirical literature to predict conceptions of romantic love. Each model contains similar variables but measured differently according to different time frames. The situational model focuses upon current courtship, love, and sexual experience and attitudes. The lifetime model focuses upon an individual's total experiences in the areas of courtship status, love, and sex up to the present moment. The PAC model contains variables separately measuring one's past and current experiences in these same areas. Using multiple regression analysis techniques, each of the models are applied to data collected in an earlier research project (Hobart, 1979) from 2,062 university and technical school students across five regions in Canada. Separate analyses are performed upon English and French students and upon university and technical school students within each linguistic group.

Some of the models fail to achieve statistical significance for French students in both educational settings and these students are excluded from further analysis. Among English students, the most powerful predictor of global romanticism scores, as measured by an abbreviated form of the Love Attitude Inventory, for university students is the situational model while among technical school students the PAC model is the most powerful.

The PAC model is also the most powerful predictor of all three romanticism subscales (traditional, irrationality, and supremacy) contained within the global scale for English technical school students.

Among English university students, the PAC model is the most powerful predictor for both the traditional and irrationality subscales, while the situational model is the most powerful for the supremacy subscale.

Results from the regression analyses indicate that several modifications are required within each model in terms of relations between the dependent and independent variables. The findings also indicate that the models as a whole account for less than ten percent of the variance in global and subscale romanticism suggesting that our existing research approaches are limited in both scope and depth. Based on these findings, suggestions are made for future research endeavours.

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CHAPTER I

INTRODUCTION

Widespread consensus exists that within the United States, and presumably Canada, love is one of the major motivating factors leading to the decision to marry (e.g., Bell, 1975; Benson, 1971; Clayton, 1975; Crosby, 1976; Duberman, 1974; Duvall, 1977; Fullerton, 1977; Goode, 1959; Kephart, 1977; Knox, 1975; Leslie, 1979; Melville, 1977; Reiss, 1976; Rubin, 1974; Safilios-Rothschild, 1977; Saxton, 1977; Walster and Walster, 1978). Love as a major precondition for marriage is associated with the rise of a "free" choice system of mate selection (Beigel, 1951; Crosby, 1976; Safilios-Rothschild, 1977) and while love, as a concept and as a method for mate selection, is becoming increasingly widespread around the world (Kephart, 1977; Melville, 1977) the United States is generally recognized as the most "romantic" of all nations (Theodorson in Reiss, 1976; Crosby, 1976). Canada is probably not far behind.

In historical terms, we have witnessed a series of changes at the sociocultural level regarding the relationship between romantic love, sex, and marriage (Beigel, 1951; Murstein, 1974; Crosby, 1976). Since the courtly time period when romantic love and marriage were held to be incompatible and mutually exclusive, we have moved to a "modern" time period where love, sex, and marriage have been united and granted normative legitimacy (Crosby, 1976). Relatively recent research of Reiss (1967), and others to be mentioned later, noting the rise of the "permissiveness with affection" sex standard, leads us to suggest that we may be entering a new post-industrial period where love and sex appear to be united prior to marriage at least behaviorally and may soon be granted normative legitimacy.

Debate has existed for some time as to whether love is compatible (e.g., Kolb, Greenfield in Murstein, 1974; Beigel, 1951; Spanier, 1972) or incompatible (e.g., Albert, 1973; de Rougement, Lerner, van den Haag in Murstein, 1974; Fullerton, 1977; Safilios-Rothschild, 1977) with marriage and therefore whether it should or should not be a motivating factor. Underlying the debate are a number of different theoretical positions and implicit value orientations each of which claim to understand and explain the "true" nature of marriage and in particular of love. Love appears to be an extremely difficult phenomenon to capture both conceptually and empirically and, as a result, we have a social scientific literature filled with a bewildering array of terms such as: love, marital love, conjugal love, realistic love, companionate love, mature love, immature love, infantile love, puppy love, true love, sexual love, selfish love, unselfish love, cardiac-respiratory love, passionate love, romantic love, eromania, B-love, D-love, eros, ludus, storge, agape, high positive affect, and infatuation. Despite this proliferation of terms and their referents, the term conventionally used to refer to the general premarital condition is romantic love.

At the individual level it has generally been recognized that love is not a static phenomenon. This notion has been expressed in developmental theories of love relationships such as the "wheel" theory of Reiss (1960), which has been expanded to a minor extent by Borland (1975) and to a major extent by Clayton (1975), and in the "staircase" theory of Larson (1976) both of which focus on the dynamics and mechanics of interpersonal relationships, and in the much more psychological life-span theories of Orlinsky (1972) and Shostrum (1974). None of these theories specifically address the issue of how romantic love develops and changes. Various other authors suggest that romantic love must undergo changes within marriage to a state varyingly referred to as "more realistic love" (Leslie, 1979), "empathy" (Fullerton, 1977), "mature love" (Fromme, 1965), "companionate love" (Saxton, 1977), or "conjugal love" (Bell, 1975). All of these terms refer in part to a state less passionate and idealistic than is characteristic of romantic love. How romantic love does or should change in marriage is typically stated in very general and abstract terms.

Most authors simply assume that romantic love exists in an intense form at the time of first marriage. The traditional sociological model depicts couples as marrying at the height of their romantic love (Udry, 1974:201). Yet, Leslie (1976:465) recently concluded that: "Research has not yet provided any final answers on the nature of love involvement in the United States before marriage." This conclusion is clearly applicable to the Canadian scene given our lack of comparable research.

Obviously there exists a need for further research into the nature of romantic love involvement among persons undergoing dating and courtship experiences. The available research evidence is limited in both quality and quantity and on certain issues is contradictory. We need to know if interpretations of American findings can be generalized to the Canadian experience and more importantly we need to extend the work of American researchers.

The Problem

The present research focuses upon romantic love in Canadian undergraduate students. Kephart (1977:284) summarizes existing definitions of romantic love as follows:

> "(1) a strong emotional attachment toward a person of the opposite sex; (2) the tendency to think of this person in an idealized manner; and (3) a marked physical attraction, the fulfillment of which is reckoned in terms of touch."

Thus romantic love in general has come to refer to some combination of the elements of emotional involvement, idealization, and physical attraction. Implicit in Kephart's summary is the idea that romantic love includes in part a set of idealized images on the nature and meaning of love and, by extension, of marriage. These images provide standards against which an ongoing relationship and one's relationship partner can be measured and judged.

The present research focuses specifically upon these images or conceptions of romantic love. Researchers commonly face the problem of gaining access to these conceptions given the apparent difficulty of most people in our society in articulating love (Turner, 1970:232; Berscheid and Walster, 1974:373). Following previous research, the method utilized here involves measurement of a respondent's level of agreement or disagreement with a series of statements on love taken from the Love Attitude Inventory (Knox and Sporakowski, 1968). Our interest lies in accounting for variations in these romantic love conceptions, or as they will be referred to here, variations in romanticism.

Two models of romanticism, each containing a number of social variables, are derived from existing theoretical frameworks and a third model is then derived integrating elements of the first two. The models and the identified propositional statements contained within them are then tested on a portion of the data collected by Dr. C. W. Hobart during the 1976-77 academic year. Due to constraints imposed by the nature of these data, psychological variables such as maturity level (Kephart, 1970) or locus of self-control (Dion and Dion, 1973), and specific interpersonal relationship variables pertaining to the "quality" of relationships such as self-disclosure or need complemantarity (Reiss, 1960; Larson, 1976) cannot be considered here.

The need for such models is clearly evident. Research to date has been relatively unsophisticated and typically reports only bivariate relationships of the presumed independent effects of isolated variables on romanticism. The combined and indirect effects of these variables still need to be ascertained. Additional variables previously not considered need to be included for empirical examination. The present research is designed with these needs in mind.

The first model to be tested focuses on current relationship variables only while the second model focuses on lifetime relationship variables. The third, combined, model focuses on past and current relationship experience variables. Each model specifies not only the relationships between independent variables and the dependent variable of romanticism but also specifies relevant relationships between the independent variables. Data analyses utilize multivariate techniques as opposed to the traditionally used bivariate techniques. In testing these models we can determine if significant gains are made in predicting romanticism by considering lifetime variables, or specific past relationship experience variables, or if parsimony is best served by focusing upon current relationship variables alone.

To summarize then, the purposes of the present research are two-fold: (1) to measure and describe romanticism in Canadian undergraduate students; (2) to derive and test models of romanticism thereby allowing us to compare different theoretical frameworks. In the process of testing these models we can also examine relationships between specific independent variables and romanticism.

CHAPTER II

THEORETICAL CONSIDERATIONS

Romanticism in Perspective

Explanations of romantic love appear to focus primarily on two different, yet interrelated, levels of analysis. At the "macro" level, we find an essentially historical perspective which includes an emphasis on the influence of social structural factors upon cultural and subcultural conceptions of love. "Micro" level explanations focus upon how individuals existing within these cultural and subcultural frameworks come to conceptualize and experience love.

At the macro level a number of authors (e.g., Beigel, 1951; Reiss, 1976; Safilios-Rothschild, 1977) have noted that the roots of present day romantic love can be traced back to the "courtly" love period of twelfth century Europe, France in particular. Precisely why this type of love developed at this point in time and not earlier is difficult to determine although Reiss (1976:52) suggests that it was possibly due to a combination of factors such as rebellion against the church, an imbalanced sex ratio with more males than females, and rediscovery of earlier Greek and Roman writings on the subject, perhaps those of Plato and Ovid. Douglas et al. (1977:23) note that increased eroticism in the art and fashion of twelfth century France was associated with increased affluence and leisure among the upper classes. The importance of economic factors in the development of the concept of courtly love is evident in one of the major documents of this period (Capellanus, 1959) which provides detailed descriptions of the role and "rules" of love promulgated in the courts of love held by women of the nobility class. Courtly love was characteristically an upper class, asexual, extramarital phenomenon. In other words, love and marriage were considered to be mutually exclusive.

Beigel (1951) indicates that by the nineteenth century courtly love had undergone a transformation to romantic love which was characteristically an upper and middle class, sexual, marital phenomenon. During the seventeenth and eighteenth centuries love and sex were integrated but this new erotic-emotional combination was still considered to be attainable only outside of the context of marriage. By the nineteenth century, love was integrated with marriage and only marital sex was considered to be sanctified by love. Beigel further notes that the "modern derivative" of romantic love (for which he provides no other identifying label) has recently been modified slightly towards a decreased idealism about the character of females but this type of love is still considered to be a necessary component of marriage within our culture and is indeed an important precondition for the establishment of a marital relationship.

Explanations developed to account for the above noted changes, changes which are generally agreed upon in terms of their form but not necessarily their timing,[1] typically focus upon an interplay between economic conditions, existing systems of social stratification, the functions of the family institution, and nature of marriage and mate selection, all within a given sociocultural historic time period. Goode (1959) and Safilios-Rothschild (1977) have pointed out the potential disruptive effect love can have upon the mate selection process in those circumstances where selection of a marital partner is to be based upon utilitarian factors. In turn, the strength or importance of utilitarian factors is related to the nature of the political and economic systems within a society.

In general, whenever society-at-large or the parents of potential mates have a vested interest in the creation of marital alliances, utilitarian factors such as property, power, or prestige become of paramount importance in the mate selection process. In such situations a number of devices have been developed that attempt to ensure that love will not interfere with the best possible match-making (Goode, 1959). The norms of endogamy and exogamy are enacted and enforced by groups whose economic and political interests must be protected or enhanced. When the larger society or the parents of potential mates have little to gain or lose by a particular marital union then the mate selection process becomes unrestricted or "free" in the sense of being left primarily to the potential mates themselves. The shift from a restricted to a free mate selection process reflects a change in emphasis of marriage from a public to a private contract with a concurrent shift in the nature and importance of the norms of endogamy and exogamy. Under a free mate selection system, romantic love is perhaps the most important criterion for establishing a marital relationship but a criterion which still operates within the framework of informal norms of endogamy and exogamy (Moon, 1979).

It can be seen why love was viewed as extramarital in nature during the twelfth century since marriage, particularly within the upper classes, was basically a union of property, power, and prestige with the family performing an important status-placement function. As this particular function of the family declined in importance and was gradually shifted towards the educational and economic institutions, utilitarian factors were no longer of paramount importance for mate selection. Safilios-Rothschild (1977:16) argues that the economic interests of the rising middle class in Europe were best served by a relationship between husband and wife based upon friendship and cooperation and less on productive factors. Therefore more personal factors favoring spousal compatibility came to prominence in the selection of a mate. Love was believed to be one of those factors that would promote such compatability. Reiss (1976:52) further notes that as the romantic love notion spread the "common man," faced with the attractiveness of this notion on the one hand and a concern with his wife's possible infidelity on the other hand, resolved the problem by gradually shifting the importance of romantic love from an extramarital condition to a premarital condition thus incorporating love within marriage.

Viewed from an historical perspective we can see a trend existing whereby the importance of romantic love is associated with changes in the economic structure and with changes in the functions of the family institution. As utilitarian factors declined in importance for the establishment of marital unions, other nonutilitarian factors gained. Love shifted from an extramarital to a marital and, in effect, to a premarital condition. With the decline of outsiders' vested interests in a marital relationship the selection of a potential mate came more within the control of the "at risk" population themselves, subject to the informal limitations exercised by parents and peers regarding suitable persons with whom one could fall in love (i.e., no "free" mate selection system is entirely free from outside influence).

As our post-industrial society is characterized by considerable affluence, increased leisure, a family institution which ideally stresses a companionship function, and a free system of mate selection, we possess the conditions in which romanticism can flourish. Our culture also provides a somewhat vague set of beliefs regarding the nature and characteristics of love which is considered to be important to the mate selection process and to be an essential ingredient of a lasting marriage. Regardless of whether romantic love "should" be an important precondition for marriage, a subject of debate outside of our present concerns, it still appears that it is considered so by many people within our society. To determine what specific factors influence the conceptions of love that students in our culture do hold we turn now to research and theory at the micro level, a level that provides the basic guidelines for the current study.

One of the major theoretical frameworks to have a significant impact on explanations for individual variations in love stems from the work of Freud who argues that love is the sublimated product of frustrated sexual desire. Since the inception of this claim the general term "love" has been replaced with "romantic love." This love as aim-inhibited sex, or aim-inhibition, hypothesis posits an essential incompatibility between love and sex and, since sex at the time of Freud's writing was normatively limited to the marital context, also implies that romantic love and marriage are incompatible. Love thus becomes conceptualized as a drive or tension-state in itself and according to the principles of satiation (Winch, 1971; Wolfe, 1974), since marriage provides sexual gratification, the romantic love state will eventually be extinguished. This hypothesis, which appears to stem from the courtly tradition of romantic love, therefore suggests a direct relationship between sexual experience and romanticism.

Waller (in Leslie, 1976) further refines the aim-inhibition hypothesis by suggesting that sexual frustration affects romantic love via its influence on one of love's major properties, namely idealization. Other authors (e.g., Putney and Putney, 1970; Kanin and Davidson, 1972; Ellis and Harper in Berscheid and Walster, 1974; Fengler, 1974; Crosby, 1976; Fullerton, 1977; Kephart, 1977) all note the significance of idealization for romantic love without claiming any direct sexual derivation for this tendency. Instead, general relationship factors are suggested as being responsible for the generation and decline of idealized images of relationships and relationship partners. In order to survive, idealization requires both distance and a sense of mystery (Duberman, 1974; Fengler, 1974; Crosby, 1976; Fullerton, 1977; Safilios-Rothschild, 1977), conditions that cannot easily continue to exist under the "reality-testing" context of marriage. Since relationships and their "reality-testing" conditions can range in intensity along a continuum from casual dating to marriage, our attention is drawn to degree of courtship involvement and its possible impact upon romanticism.

In addition to the current relationship variables of sexual experience and courtship status, a number of other factors have been suggested as influencing romanticism such as the duration of one's current relationship, sexual permissiveness standards, and gender. All of these variables either directly or indirectly emerge in terms of their influence from the basic conceptual framework suggested by Freud.

We can attempt to integrate the theory and research from this framework into a general model of romanticism which will be termed here as a "situational" model given its emphasis upon variables pertaining to a person's current situational relationship.

This emphasis upon the current situation appears to be a limitation of the aim-inhibition framework in that it ignores the possible importance of a person's past experiences in sexual and courtship involvement. Udry (1974) notes that by mid-adolescence a person has undergone a considerable number of learning experiences in preparation for falling in love. It stands to reason that with subsequent relationship experiences conceptions of love learned during the preparatory years will undergo some modification. Adopting a general social learning framework alerts us to the possible impact of past or lifetime sexual and courtship experiences upon current romanticism. Unfortunately, very little research has been reported which stems from this framework and we are therefore left to speculate about the nature of the relationship between lifetime experience variables and romanticism. However, the social learning framework would lead us to expect that if certain aspects of love conceptions learned in the past are not rewarded or reinforced in some form they will then be modified. Specifically, if the aim-inhibition framework is correct then reality-testing conditions should lead to a modification of romanticism in the direction of reduced idealization (i.e., the idealization will not be sustained with increased experience in love and relationships due to a lack of rewards). From the limited available literature we can derive a model containing lifetime relationship variables which will be termed here as the "lifetime" model and will reflect both a Freudian and a social learning framework.

Theoretically Important Independent Variables

We turn now to the research on romanticism relevant to the present study. This research will be briefly summarized, propositional statements will be derived, and the statements integrated into models which can be empirically tested.

The Situational Model

Courtship Status. A number of researchers suggest that current courtship status is significantly related to romanticism. As courtship, or the dating continuum (Adams, 1975), generally involves a series of stages with increasing degrees and amounts of intimacy it is argued that stages approaching marriage increasingly provide "reality-testing" conditions such that the high level of idealism characteristic of romanticism is reduced and the romantic conception of love is altered. Turning to the research, it becomes apparent that the nature of the relationship between courship status and romanticism has yet to be clearly demonstrated.

Hobart (1958) finds a nonsignificant curvilinear (inverted U-shape) relationship among male undergraduates between stage of courtship and romanticism measured by his own abbreviated version of the Gross Romanticism scale. Casually dating males have significantly lower romanticism scores than going steady males, and the going steady males are more romantic (but not significantly) than married males. No significant relationships are found for females although the trend between the two variables is positive.

Knox and Sporakowski (1968), using their own Love Attitude Inventory with a sample of undergraduate students, find that persons in the engaged status tend to be less romantic than those who are not engaged. Fengler (1974) reports that both undergraduate males and females are highly romantic (measured with his own scale) in an "uninvolved" courtship stage but males are more romantic and females less romantic at an "involved" or going steady stage. Research by Knox (1970), Munro and Adams (1978) and Neiswender, Birren and Schaie (in Munro and Adams) also indicates that unmarried persons are more romantic than married persons.

The differences in findings between these studies are due perhaps in part to consideration of different courtship statuses and the use of different measurement instruments for romanticism. Still these studies do suggest a number of areas that we should examine. Obviously research is needed which covers a more complete range of courtship stages from uninvolved to going steadily, going steady, informally engaged, engaged, cohabiting, and married. In addition, as gender may influence the relationship between courtship status and romanticism this variable needs to be further examined. The lack of agreement in research findings also suggests that we need to consider more carefully what it is about courtship status that influences romanticism. As each courtship stage promotes or permits increasing amounts of physical and/or emotional intimacy it is possible that courtship status itself has only an indirect influence upon romanticism through two major variables of physical intimacy (sex) and emotional intimacy (love). We turn now to consideration of these areas.

Gender. Within the general literature on love, references are repeatedly made to gender differences in romantic love conceptions. With the exception of Munro (1976) who reports no differences, the research indicates that males in general score higher on romanticism scales than do females (Hobart, 1958; Knox and Sporakowski, 1968; Fengler, 1974; Rubin, 1974). Explanations offered for these findings are essentially the same. Hobart (1958), Knox and Sporakowski (1968), Kephart (1967), Fengler (1974), Duberman (1974), and Safilios-Rothschild (1977) all suggest that, due to socialization stemming from limited opportunity structures outside marriage and the nature of the mate selection process in our culture whereby the male is expected to initiate a marriage proposal, females have a greater investment in choosing a mate wisely and therefore need to be more realistic and less idealistic regarding love than do males. Thus being less romantic is for females a functional necessity for a more objective "screening" of potential dates and mates. As noted earlier, researchers reporting gender differences all measure respondents' romanticism at different courtship stages. This still leaves open the issue of the relative independent influence of gender and courtship stage upon romanticism. The introduction of an additional variable may aid in clarifying the issue.

Duration of Courtship Status. Kanin et al., (1970) suggest that the emphasis on "sex" differences is exaggerated and application of the label "more romantic" to one sex is inappropriate. Based on their own research, these authors claim that both sexes can be labelled "romantic" depending upon the time during a relationship that measurements are taken. The researchers find that while females are more cautious in recognizing and expressing love within their relationships than are males, once the female accepts the current relationship as a love relationship, she then becomes more romantic than does the male. Males recognize love first and therefore are more romantic early in a relationship while females are more romantic later in the relationship. It should be noted that the researchers do not use a scale to measure romanticism but refer instead to the presence of, for example, "euphoria" and tendency to idealize one's partner on certain dimensions.

At first glance we would appear to have a contradiction between the research findings of Kanin _et_ _al_. and researchers such as Fengler (1974). However, Kanin _et_ _al_. focus upon elapsed time in a relationship regardless of courtship stage and Fengler focuses upon stage of courtship involvement regardless of elapsed time in that stage. Therefore, some of the reported gender differences in romanticism at different courtship stages may be due to the contingency of differences of elapsed time in, or the duration of, the present courtship stage. To test for this possibility we need to include in our model measurements of the independent variables of current courtship status and duration of current courtship status.

Current Love Status. Surprisingly, no research has specifically examined the relationship between romanticism and whether or not a respondent is currently in love. It seems logical to assume that whether or not one is currently in love is a major indicator of the level of emotional intimacy of one's current relationship and should have some influence on one's conception of love.

As noted above, Kanin _et_ _al_. (1970) claim that males and females "recognize" love feelings at different points in time during a relationship and as a result males are "romantic" early and females later in the relationship. In their study the researchers ask respondents to focus on either their current love relationship or, if not currently in love, on their last love relationship. Approximately one half of the sample were currently in love at that time. Unfortunately, the researchers do not analyze the data separately for those currently in love and those not (i.e., responding on the basis of a past relationship); instead, the data are all grouped. Thus even this study does not address the issue of whether persons currently in love hold more or less romantic love conceptions than those not currently in love.

Given the lack of previous research on this issue we will not attempt to specify beforehand the relationship between romanticism and current love status. We can however suggest that whether or not one is in love should be influenced by one's current courtship status. The higher the level of courtship involvement, the greater the probability that one is in love. Also, as noted in the previous section and as is implicit in theories of love development, the duration of the current courtship stage is an important contingency variable. These statements can be summarized in the following propositions.

Proposition 1: Courtship status influences current love status.

Proposition 2: The duration of the current courtship stage positively influences the amount of influence in proposition 1.

Proposition 3: Current love status influences romanticism.

As mentioned earlier, courtship involvement also includes physical intimacy. We turn now to a consideration of the physical aspect.

Premarital Sexual Permissiveness. In a recent revival of the aim-inhibition hypothesis, Wilkinson (1978) claims that "sexual blockage" (defined as the extent to which individuals are denied opportunities to satisfy their sexual desires in terms of both frequency and intensity) is positively related to and a major cause of romantic love. Therefore, he argues, cultures which prohibit premarital and extramarital sexual relations will be highly romantic. The author then presents ethnographic data from 24 small, non-Western cultures on the degree of romantic love present in each culture and the degree to which premarital sexual relations are normatively restricted. Sexual blockage and romantic love are found to be significantly and positively related. Acknowledging the difficulty of measuring the amount of romantic love existing in large complex societies, Wilkinson still suggests that romantic love is declining in the United States. His suggestion is based on factors such as changing popular song lyrics, declining marriage rates, increasing numbers of "pragmatic" living-together arrangements among college students, and general increasing permissiveness regarding premarital and extramarital sexual behavior.

While Wilkinson's general proposition asserts a positive relationship between romanticism and sexual blockage, initially defined and measured in terms of normative expectations and attitudes, his suggestions regarding romanticism in the United States are based on a combination of both attitudinal and behavioral factors. Regarding the former, research evidence has been accumulating to indicate that premarital sexual attitudes at the societal level are changing towards increasing permissiveness and while the overall theme is one of a convergence of attitudes between the sexes, males are still more permissive than females in both the United States (Reiss, 1967; Christensen and Gregg, 1970; Walsh _et al_., 1976; King _et al_., 1977) and English-speaking Canada (Hobart, 1972, 1974, 1979); Pearlman, 1978).

Attitudes regarding premarital sexual permissiveness are captured by the sexual standards identified and measured by Reiss (1967) who reports from his own research that permissiveness is inversely related to romantic love among his white sample. Hobart (1974) also reports finding an inverse relationship between romanticism and permissiveness among his Anglophone sample. Thus, the relevant general proposition here is:

Proposition 4: Premarital sexual permissiveness inversely influences romanticism.

Reiss also suggests (1967:147) that courtship participation positively influences current permissiveness standards. While Burr (1973:176) suggests that courtship involvement is based on time and energy devoted to dating, other researchers referred to earlier operationally measure involvement by location or position on the dating continuum, or one's courtship status. Therefore the relevant proposition here is:

Proposition 5: Courtship status positively influences premarital sexual permissiveness.

Current Sexual Experience. At the behavioral level, Wilkinson (1978) suggests that romantic love will decrease the more couples are sexually available to one another. This suggestion flows more directly from the Freudian aim-inhibition hypothesis.[2] Most of the limited research focusing on the relationship between sexual behavior and romantic love involves cross-cultural comparisons which simply note if premarital sexual behavior and romantic love coexist at the societal level (see (Kanin and Davidson, 1972; Wilkinson, 1978 for brief reviews). At the individual level Kanin and Davidson (1972) find, from a sample of students between the ages of 18 and 21, that a single, initial, coital experience does not significantly diminish "love." Love is measured first by a simple subjective evaluation of the respondents and later by the respondents selecting one of four statements designed to reflect varying intensities of their love experience. Findings indicate that further intensification of love is likely to occur after the first coital experience among the vast majority of respondents who claim to be extremely in love before that experience, while love feelings are likely to diminish among those who are only mildly in love prior to coitus.

Next, the researchers compare sexually experienced to sexually inexperienced respondents (regardless of amount of experience) in terms of their attribution of a limited number of idealization items to both their relationship partner and to their relationship itself. No statistically significant differences are found between the two groups on the idealization items. The authors conclude that their findings fail to support the aim-inhibition hypothesis of love although they acknowledge that their measures may be deficient for a completely adequate test of the hypothesis.

The first part of their study, focusing upon the dependent variable of love-as-experienced and the independent variable of a single and initial coital experience, does not have any direct bearing on the study of romanticism itself even though Wilkinson (1978) erroneously assumes that it does. The range of idealization items used in the latter part of the study appears to be too narrow and a broader range of romanticism statements need to be considered. Since the Kanin and Davidson study does not provide sufficient evidence to refute the aim-inhibition hypothesis we can still state our guiding proposition as:

Proposition 6: The amount of one's current sexual experience (intercourse) inversely influences one's romanticism.

Current sexual experience should be positively influenced by current courtship status. While relatively recent research (e.g., Bell and Chaskes, 1970; Saxton, 1979) indicates that intercourse is likely to occur at earlier stages of courship than during the 1950s, there still appears to be a relationship between courtship involvement and sexual experience.

Proposition 7: Courship status positively influences current sexual experience.

A standard issue common to most areas of sociology concerns the relationship between attitudes and behavior. This issue is directly relevant here in terms of the relationship between sexual permissiveness (attitudes) and sexual experience (behavior) and the relationship between current love status (assuming for the moment that this condition can be considered as an attitude or cognitive state) and sexual experience. With regard to being in love and sexual experience, the research is not very clear. In fact it appears that any relationship has been more assumed than explicitly verified. Bell (1975), in commenting on his earlier research with Chaskes (1970), notes that during the 1950s female students typically experienced premarital coitus only after becoming engaged. However, by the mid-1960s a female's first coital experience was more likely to occur while "dating" or going steady. He suggests that closely related to the condition of engagement as a prerequisite for having coitus was the precondition of love. He further suggests that love is either no longer a prerequisite or love has come to be redefined in some unspecified way. These suggestions are only speculative as no measures of love are obtained in his research. Love is simply assumed to be present or absent at different courtship stages.

The Kanin and Davidson (1972) research indirectly suggests that all of their respondents were in love prior to the first coital experience (i.e., attitudes lead to behavior). However, the research sample was restricted to include only those who had some love experience and the implied relationship of love to sex becomes an artifact of the research design used in the study. Despite the lack of recent empirical evidence, it still seems logical to assume that for some (perhaps females more so than males) being in love is one of the relevant preconditions for engaging in coitus.

Proposition 8: Current love status influences current sexual experience.

With regard to the relationship between sexual permissiveness and sexual experience, Reiss (1967:121) suggests that the answer depends in part upon how far back in a person's history one wishes to probe. Such a probe would typically reveal that present permissiveness has been influenced by past sexual behavior which in turn was influenced by a permissiveness standard different from that currently affirmed which in turn was influenced by even earlier behavior and so on. However, he does suggest that adhering to a particular standard permits and promotes engaging in behavior at least up to, and sometimes beyond, the limits of that standard. Therefore one's permissiveness level is another variable relevant to coital experience. Since proposition 5 states that courtship status positively influences permissiveness and proposition 7 states that courtship status positively influences current sexual behavior, we can state our proposition in the following form:

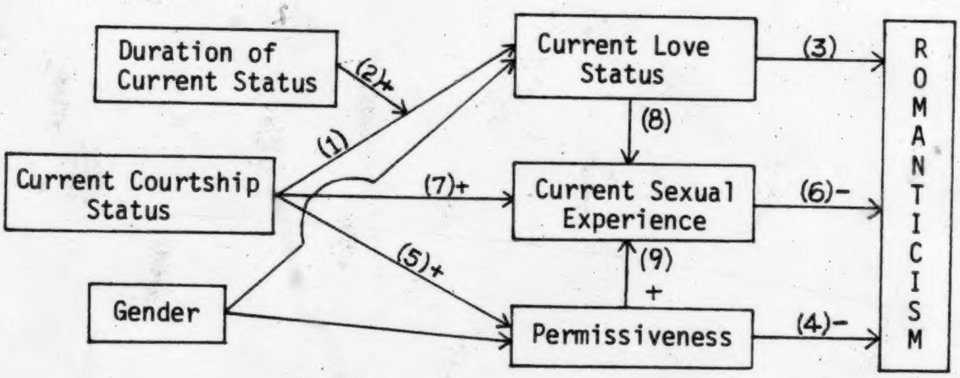
Proposition 9: Permissiveness level positively influences current sexual experience.

We have now identified a number of relevant situational variables from the available literature that are believed to predict romanticism. These variables together with the derived propositional statements suggest the model depicted in Figure 2.1 to be found below.

The Lifetime Model

The situational model in Figure 2.1 integrates and reflects research which directly and indirectly stems from the aim-inhibition hypothesis of love. With these variables we are able to identify a selected number of pertinent aspects of a person's current relationship which, according to interpreters of the aim-inhibition hypothesis, are sufficient to provide predictions of a respondent's romanticism (although none of the published research indicates the proportion of variance in romanticism scores predicted by the variables under

Figure 2.1: The Situational Model of Romanticism



(Numbers in brackets indicate proposition numbers.)

consideration). This exclusive focus upon the immediate relationship implies that previous courtship and sexual relationships are of no consequence for current romanticism. Yet, general social learning theory suggests that past experiences do have some influence upon one's present situation. Therefore variations in respondents' past courtship and sexual experiences should result in variations in present romanticism scores. In that our purpose here is to provide a model that will best predict romanticism scores it is necessary to determine if consideration of lifetime experience variables will further aid us in achieving that purpose. The specific issues then are first, to identify relevant lifetime experience variables and second, to indicate the nature of the relationship between these variables and romanticism.

Lifetime Courtship Experience. Hobart (1958) indicates that "experienced" males are more romantic than "inexperienced" males when compared at the "no particular date," "favorite date," and going steady courtship stages. Due to the small sample size in the study these differences could not be subjected to tests of statistical significance. Nor could the female portion of the sample be tested, however, no trends of romanticism differences were apparent for these respondents.

Knox and Sporakowski (1968) report that romanticism scores decline for both sexes with each additional year of undergraduate education. The researchers attribute this decline, at least in part, to an increase in the overall number and seriousness of dating experiences although they do not indicate the range of respondents' dating experiences. Here again as with current courtship status we have contradictions in findings between two studies both in terms of the possible direction of the relationship between courtship experience and romanticism and the possible existence of gender differences in that relationship. The contradiction may be due to the use of different measurement instruments for both romanticism and courtship experience.

Given the lack of specific guidance from past research it seems likely that, as with current courtship status, lifetime courtship experience is indirectly related to romanticism through its direct relationships to other intervening variables. The situational model of romanticism presented earlier offers some guidelines regarding important intervening variables to consider.

Lifetime Love Experience. In the absence of evidence to the contrary, we can suggest that a person who has been in love more than once during their lifetime will evidence a lower romanticism score than a less experienced person. This suggestion assumes that certain elements of romanticism will no longer appear tenable to a person with increased experience in love.

An important issue to be acknowledged here is whether a person will define past experiences as love relationships or whether they will now be defined as "mere infatuations." As Kephart (1967, 1977) and Ellis and Harper (in Berscheid and Walster, 1974) note, the distinction between love and infatuation is typically made on a retrospective basis. Infatuation becomes a label of convenience to explain one's past feelings and behavior and functions to differentiate them from the present "love" situation.

Kephart (1967) reports that from a sample of over 1,000 white college students between the ages of 18 and 24 the median number of romantic experiences (love and infatuation) for females and males is 7.0 and 5.7 respectively. Of these, the median number of love experiences is 1.3 and 1.2 respectively for females and males. No figures are provided for the respondents' range of experiences. The gender difference in romantic and love experiences is attributed by Kephart to an earlier age of first dating by females who as a result have more courtship experiences on average than do males. Based on this research we would expect to find gender differences in the total number of times a respondent has been in love, as a function of lifetime courtship experience differences, and we would also expect that number on average to be greater than one for both sexes. Operationalizing lifetime love experience as the number of times a person has been in love we can state our guiding proposition as follows:

Proposition 10: Lifetime love experience inversely influences romanticism.

It also appears logical to suggest from the preceding discussion that the greater the number and intensity of lifetime courtship experiences, the greater the opportunities for falling in love. Assuming that some of these opportunities will result in love experiences we can suggest:

Proposition 11: Lifetime courtship experience positively influences lifetime love experience.

Lifetime Sexual Experience. If current sexual experience exerts an inverse influence upon romanticism we can further suggest that persons with greater lifetime sexual experience will have lower romanticism scores than persons with less sexual experience. Following the implicit consensus appearing in the literature regarding the measurement of sexual experience (accessibility), we can operationalize lifetime sexual experience as the number of intercourse partners and state our guiding proposition as:

Proposition 12: Lifetime sexual experience inversely influences romanticism.

We can also suggest that the greater one's lifetime courtship experience, the greater the opportunities for sexual experiences. Research evidence has been accumulating to indicate that greater numbers of males and females are engaging in premarital coitus with the largest increase occurring among females since the mid-1960s (Bell and Chaskes, 1970; Robinson et al., 1972; Udry et al., 1975; Hobart, 1979). Hunt (1974:152), reporting on a national representative sample in the United States, indicates that both single males and females under the age of 25 claim a median number of two coital partners for the previous year. Neither the range or number of coital partners nor whether the lifetime number of partners varies according to gender is stated. On the basis of existing evidence we can state our guiding proposition as:

Proposition 13: Lifetime courtship experience positively influences lifetime sexual experience.

Permissiveness. In deriving the situational model we included the variable of premarital sexual permissiveness. This variable should also be included in the lifetime model with the same relationship as stated in proposition 4 (i.e., inversely influencing romanticism). The variable remains the same as it is not possible in the present research to measure, nor does it make substantive sense to create, a variable of lifetime sexual permissiveness combining past and present sexual standards to correspond to the other lifetime variables identified above. From Reiss (1967:121) we can suggest the following proposition:

Proposition 15: Lifetime sexual experience positively influences permissiveness.

Reiss (1967:47-49, 87-88) also reports that increased love experience increases permissiveness. While gender differences appear to be present, Reiss' presentation and discussion of findings on this issue is contradictory regarding the nature of gender influence. Therefore, our guiding proposition will follow Reiss' general finding to state:

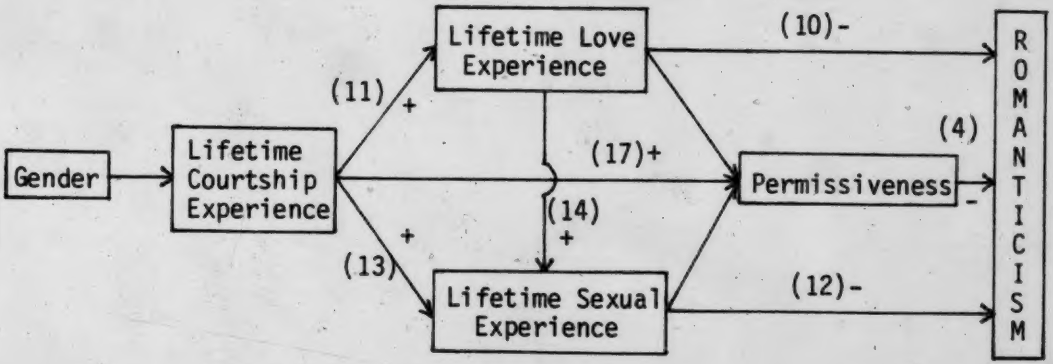
Proposition 16: Lifetime love experience positively influences permissiveness.

Finally, following proposition 7, which states that current courtship status positively influences permissiveness, we can state the proposition that:

Proposition 17: Lifetime courtship experience positively influences permissiveness.

A lifetime model of romanticism can now be proposed based upon these identified variables and propositional statements (see Figure 2.2 below).

Figure 2.2: The Lifetime Model of Romanticism



(Numbers in brackets indicate proposition numbers.)

The PAC Model

We now have two proposed models of romanticism, the first based on current relationship variables only and the second based on lifetime relationship variables. The second model assumes that the effects of past experiences are additive and both models assume that the combined effects of the major variables are also additive. In addition, both models assume that the relationships identified by each propositional statement are linear.

With empirical testing of these two models a quick comparison can be made to determine if inclusion of information on selected aspects of a respondent's past relationships will increase our ability to predict romanticism scores. If we find no significant difference between the models in their predictive power we can then suggest that it is unnecessary to include lifetime relationship variables in future research designs (at least in terms of the operationalizations used here). We can also suggest that if a person's current relationship does have an effect upon romanticism, that effect may not last once the relationship is terminated. In other words, lifetime relationship effects are not cumulative.

However, we must also consider the possibility that the influence of past experiences may not take the same form as influences of current experiences and, in effect, one set of experiences may suppress the influence of the other set in relation to the dependent variable. Should this possibility be true, then suggestions for omission of lifetime relationship variables from future research considerations, based on decreased predictive power of the lifetime model, would exemplify a type 1 statistical error (Blalock, 1972). To guard against commission of such an error a third, more complete, model is required that will ascertain connections between past relationship variables, current relationship variables, and romanticism. With modification of the lifetime model an integration of the two already derived models is possible. We turn now to a consideration of the form the past and current (PAC) relationship model would take.

The current relationship variables and propositions one to nine from the situational model do not require modification for inclusion in the PAC model. Lifetime relationship variables do however require modification such that they will refer to only past relationship experiences. With these changes the relevant propositions from the lifetime model must also be restated in terms of the new variables. The nature of the propositions themselves will remain unchanged. The new propositions are:

Proposition 18: Past love experience inversely influences romanticism.

Proposition 19: Past courtship experience positively influences past love experience.

Proposition 20: Past sexual experience inversely influences romanticism.

Proposition 21: Past courtship experience positively influences past sexual experience.

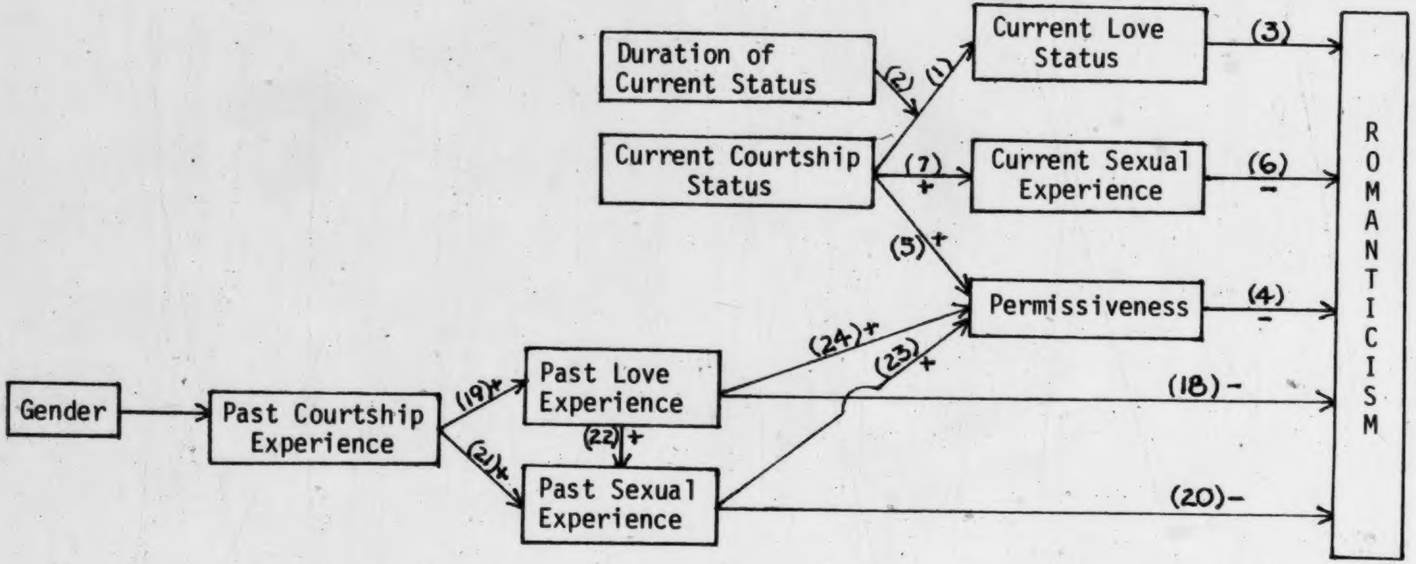
Proposition 22: Past love experience positively influences past sexual experience.

Proposition 23: Past sexual experience positively influences permissiveness.

Proposition 24: Past love experience positively influences permissiveness.

With these new variables and propositional statements we can now propose an integrated model of romanticism which is depicted in Figure 2.3 on the following page. A few features of this model must be noted.

Figure 2.3: The PAC Model of Romanticism



(Numbers in brackets refer to proposition numbers.)

As with the situational and lifetime models, the PAC model assumes that the relationships between variables are linear and that the effects of the predictor variables are additive. With regard to specific relationships between variables the reader will note that while lifetime courtship experience, which encompasses previous and current courtship experiences, is directly related to permissiveness the modified past courtship experience variable is related to permissiveness indirectly via direct relationships to the past love and past sexual experience variables which are themselves directly related to permissiveness.

In fact, past relationship variables are associated with current relationship variables only through the sexual permissiveness variable. Although it would be possible, using theory construction techniques, to derive propositional statements regarding relationships between past courtship, love, and sexual experiences and current courtship status, such statements would be substantively meaningless. Past experience variables measure involvements with any number of persons at earlier points in time. Current courtship status measures the degree of involvement with a specific current person. The nature of dating and courtship in Canada and the United States is such that a person may move through the involvement continuum from casually relating to the level of engagement and/or cohabitation, terminate that relationship, and begin anew at the least involved stage with another person. Knowledge of a person's past courtship experience will not enable us to predict that person's current courtship status (nor love status or sexual involvement). The variables are sufficiently different that attempts to relate them would not be meaningful for our model.

Finally, gender is treated in the PAC model as an exogenous variable. Throughout the literature review gender differences have been noted on a number of variables, particularly permissiveness and romanticism. Explanations offered for these differences focus on the differential socialization experiences of males and females particularly with regard to love, sex, and marriage. As the full range and nature of these socialization experiences will not be explained in the PAC model, gender becomes exogenous. Similarly, within this same model, the variables of current courtship status, and duration of courtship status, are also considered to be exogenous variables.

In summary, we have been able to create three models each containing a similar set of variables but measured in different ways. Selection of variables for inclusion in each model has been informed both by the available literature of direct relevance to romanticism and by the data available from the recent Hobart study (1979). In the latter instance, variables which in previous research have been found to influence romanticism such as locus of self control (Dion and Dion, 1973) could not be included in our models due to lack of indicators in the Hobart data. In the former instance, variables which in previous research have been found to influence certain independent variables in our models, such as Hobart's finding (1972) of differences in premarital sexual permissiveness between students from different educational settings, have not been included in the models as nowhere in the literature are such variables suggested to be of direct and major significance for romanticism. As shall be shown in Chapter IV, educational setting does in fact become a variable of major importance for this study, a finding which influences the nature of our data analysis procedure. Finally, the models in themselves are not considered to be complete in the sense of providing full explanations for existing conceptions of romanticism held by the respondents. Rather, they provide a means of conceptualizing and demonstrating the influences of a selected group of variables upon the dependent variable under investigation.

The Dependent Variable

Global Romanticism and its Components. All of the published research reviewed in the previous section report only upon variations in global romanticism. A central yet unexplored issue concerns a determination of which aspects of romanticism vary in relation to specific independent variables individually and collectively. Hinkle and Sporakowski (1975) recently factor analyzed the Love Attitude Inventory, used in the present research, and found that while the Inventory is unidimensional it is composed of three subscales which they term Traditional Love - One Person, Irrationality, and Love Overcomes All. Research has not yet been forthcoming regarding these subscale components and we therefore lack guidelines for the formation of specific propositional statements regarding them. To provide some structure for our analysis each existent proposition can be modified where relevant to reflect the changing focus from global romanticism to the subscale components of romanticism. So, for example, proposition 3a will state "current love status influences the components of romanticism".

Therefore, in addition to testing the derived models upon global romanticism, the present research also applies the models to each of the subscales with the intent of further refining our knowledge of romanticism. We turn now to a consideration of the data and methods of analysis utilized in testing these models.

FOOTNOTES

1. Safilios-Rothschild (1977:16) claims that love, sex, and marriage were integrated into the European middle classes much earlier during the thirteenth and fourteenth centuries and not the seventeenth and eighteenth centuries as Beigel contends. In contrast, Saxton (1980: 200-201) claims that romantic love pervaded the middle classes by the sixteenth century and it was not until the latter half of the twentieth century that romantic love was believed to incorporate sexual fulfillment.

2. An important methodological issue should be acknowledged here, namely how to quantify sexual availability or accessibility. Limiting our focus to only heterosexual relationships, it is generally recognized that sexual activity ranges along a continuum from "light petting" through "heavy petting," including oral-genital contact, to intercourse or coitus. If release of sexual frustration is to be measured in terms of sexual orgasm (following Kinsey, 1948), a problem exists in that orgasm can be attained at any one of a number of points along the sexual activity continuum. An implicit consensus appears to have developed in the romanticism literature to consider coitus or intercourse as the indicator of attaining sexual access to an other. The issue still remains open as to whether it is possible to quantify the amount of sexual accessibility, or the number of coital experiences, necessary before the hypothesized relationship to romanticism will be obtained. Kanin and Davidson (1972:212) note that, "even the Freud-Waller writings do not stipulate that sexual satiation must be reached, merely that sexual accessibility be achieved". Wilkinson (1978) simply states that romanticism will decline if a couple have intercourse whenever and as often as they desire, which introduces an additional variable of sexual desire that has not yet been tested in any published research and cannot be tested in the present research. Ideally it would be necessary to obtain data on both desire of, and actual frequency of, intercourse in order to determine if an identifiable pattern exists between the ratio of desire to occurrence and romanticism. In addition, the influence upon romanticism of sexual access via any other means of sexual activity needs to be ascertained.

CHAPTER III

METHODOLOGY

The Sample

During the 1976-77 academic year, Dr. C. W. Hobart coordinated and directed a research project in which data were collected by questionnaire from 2,062 Canadian undergraduate students enrolled in five universities and five technical schools located in British Columbia, Alberta, Ontario, Quebec, and Nova Scotia. Within each institution stratified random samples consisting of equal numbers of males and females between the ages of 18 and 25 were selected from student enrollment lists. Members of religious orders and students of obvious Oriental and African extraction were excluded from selection in the sample on the assumption that their backgrounds prior to the undergraduate years may be atypical of the Canadian experience and could unsystematically bias the findings. For the purposes of the present study, only those respondents who completed the entire romanticism scale (n=1,933) were initially incorporated into the research sample.

Respondents were contacted by research assistants in each centre either by telephone or by mail and if they consented to participate in the study were asked to come to a centralized location on campus at an appointed time. Upon arrival they were given a questionnaire and a plain envelope into which they later sealed the completed questionnaire. The envelope was then dropped into a box containing other envelopes and the respondent's name was stroked off from a list of all persons in that institution who had agreed to participate in the study. In eight of the ten schools surveyed over 75 percent of the students contacted filled out questionnaires. In the two exceptional cases, the response rate was 56 percent at the technical school in British Columbia and 61 percent at the University of British Columbia.

The Questionnaire

The data being used to test our models comprise only part of the larger data set collected in the Hobart study. The original 22 page questionnaire used in that study included among its 277 questions the usual demographic questions pertaining to such areas as respondent's age, sex, current place of residence, place of family residence, type of school presently attended, parents' occupations, family income, family size and so on. In addition, data were collected on respondent's family history of geographic mobility, parental, sibling, and close friends' labour force participation histories, educational and religious background of respondent and family of orientation, parental power and decision-making structure, attitudes towards and experience in cohabitation relationships, plus an alienation scale and two marital role expectation scales.

Similar to the earlier study (Hobart, 1972, 1974), the questionnaire was initially worded in the English language and then translated into the French language for administration to students in the Quebec university and technical school. In that earlier study, the French language questionnaire turned out not to be a verbatim translation of the English original due to unauthorized changes made by a research assistant. As a result of these changes, Hobart was unable to pool the data collected from all respondents for purposes of analysis and the comparability of the Anglophone-Francophone findings were seriously compromised. Since the data utilized in the present study are also obtained through the use of two questionnaires, a preliminary issue of concern centered upon possible differences in questionnaire design. Examination of the French language questionnaire indicated that again unauthorized changes had been made by a research assistant which altered the scoring system for the dependent variable. These changes, described later in this chapter, were the basis for one decision regarding how to proceed with further detailed analyses of the data.

Measurement of Theoretically Important Variables

Measurements of the theoretically important dependent and independent variables for the present study were obtained as follows:

Courtship Status. This variable was measured by the question:

"Are you at present

1. Unattached?
2. Going fairly regularly with one person?
3. Going steady (exclusively with one person)?
4. Informally engaged or "pinned"?
5. Engaged?
6. Married?
7. Living with opposite sex but not married?
8. Divorced or separated (legally or otherwise)?
9. Other (please specify) ____________________?"

As previous research and current theory have not considered the possible effects upon romanticism of being currently divorced, separated, or widowed and since only a very small proportion of the total sample fit into these categories, respondents who checked either category "8" or "9" were omitted from the data analysis. In order to make the courtship status variable scaleable, categories "6" and "7" were reversed based on the assumption that living with someone, or cohabiting, represented a more intimate courtship status than being engaged but still did not include all of the facets of a relationship involved in being married. Thus the courtship status variable used in the present study is composed of seven levels ranging from "unattached" to "married."

Duration of Current Courtship Status. This variable was measured by the question:

"For how long have you been so involved (or unattached)?

_______months."

Responses were coded into the following categories:

1. 1 month or less
2. 2 - 3 months
3. 4 - 6 months
4. 7 - 9 months
5. 10 - 12 months
6. 1 1/12 - 1 1/2 years
7. 1 7/12 - 2 years
8. 2 1/12 - 3 years
9. Over 3 years.

Current Love Status. This variable was measured by the question:

"Are you currently in love with someone?

1. Yes
2. No
3. Undecided, not sure"

Premarital Sexual Permissiveness. Measurement of permissiveness was obtained using the Reiss Premarital Sexual Permissiveness Scale (Reiss, 1967), a 24 item Guttman scale which elicits respondents' attitudes on what levels of sexual intimacy are acceptable for males and for females at what levels of courtship and/or emotional involvement. On the basis of a scoring system suggested by Reiss, respondents were categorized as affirming one of four standards arrayed in terms of increasing permissiveness: abstinence; double standard; permissiveness with affection; permissiveness without affection.

Current Sexual Experience. Unfortunately, due to a limitation of the questionnaire, it was not possible to obtain a direct measure of whether a respondent was currently involved in a sexual relationship. The research instrument included questions on number of sexual intercourse partners and frequency of intercourse experiences with the first and with the last person (where applicable). Other questions were included pertaining to how many, if any, persons respondents had intercourse with that they had been going steady with or were engaged to at the time. No question was asked regarding whether they were currently sexually involved, and to what extent, with their relationship partner. However, based on the other questions it was possible to determine a fairly comprehensive picture of a respondent's behavioral sexual history.

In order to obtain a measure of current sexual experience, the following procedures were used. Respondents who indicated no intercourse experience to date were coded as having no current sexual experience. It was assumed that all currently married persons were sexually involved and also assumed that those cohabitors who had ever experienced intercourse were now sexually involved. To gain some measure for the remaining respondents it was assumed that if a person had experienced intercourse at least once with a partner at a relationship level compatible with the respondent's current courtship status, then in all probability the respondent was currently experiencing intercourse. For example, those persons who experienced intercourse with someone they were engaged to, and who were currently engaged, were assumed to be currently involved sexually. Similarly, respondents currently going steady who had experienced intercourse with a number of going steady partners compatible with their current status were assumed to be currently involved sexually. In this instance respondents who were going steady for the fourth time, who had only four sexual partners in their lifetime, and who had experienced intercourse with four going steady partners were assumed to presently be having a sexual relationship.

Casual daters who had experienced intercourse but not with someone they had ever gone steady with, or been engaged to, were assumed to be having intercourse with their current casual dating partner. Informally engaged respondents were coded as having a sexual relationship if they had experienced intercourse and their partner had not been someone with whom they were either going steady or were formally engaged to (i.e., they were treated similarly to the casual daters due to a lack of other information).

Therefore, where a match-up in terms of the number of partners existed between a person's dating and sexual histories, a relatively accurate decision could be made regarding current sexual experience. But where disparities existed between these histories, then certain arbitrary decisions were made of necessity. Particularly problematic, for example, were respondents who had gone steady with five persons, had experienced intercourse with three going steady partners, and this was the sum total of their sexual experience. It is impossible to determine from the available data whether the current going steady partner is also a current sexual partner. In such cases the respondent was coded as not being currently involved in a sexual relationship. This method of determining current sexual experience results in an increasingly larger proportion of respondents being credited with a current sexual relationship as one moves up the courtship continuum.

While the assumptions and decisions made using this method are in general accord with traditionally accepted theory regarding the relationship between courtship status and sexual experience, the method does not allow for an adequate test of traditional theory. In effect, the method confirms, somewhat artificially, proposition 7 on the positive relationship between courtship status and sexual involvement. Due to the problems involved in creating this variable, caution must and will be exercised in interpreting findings related to it particularly those which pertain to the basic aim-inhibition hypothesis. As a result of these decisions 1,654 respondents out of the total sample of 1,933 were categorized as being either involved (n = 618) or uninvolved (n = 1,036) in a current sexual relationship.

Lifetime Courtship Experience. This variable was created on the basis of responses to a number of questions concerning current courtship status plus questions such as: "Have you ever had a 'going steady' relationship, now or in the past?"

1. No, never
2. Yes, once
3. Yes, twice
4. Yes, three times
5. Yes, four times
6. Yes, 5 to 10 times
7. Yes, 11 to 15 times
8. More than 15 times

Similar questions were asked pertaining to dating "fairly regularly without 'going steady'," being engaged, and cohabiting. From these questions a measurement of lifetime courtship experience was created to indicate the most intimate level of courtship association ever achieved in a respondent's dating lifetime. The variable was coded in the following manner:

1. Never dated
2. Casual dated only
3. Gone steady only - once
4. Gone steady only - twice
5. Gone steady only - three times
6. Gone steady only - four times or more
7. Engaged one or more times
8. Cohabited one or more times
9. Married

Lifetime Love Experience. This variable was measured by the question:

"Have you ever been in love (including current relationships)?"

1. No, never
2. Yes, once
3. Yes, twice
4. Yes, three times
5. Yes, 4 - 5 times
6. Yes, 6 - 8 times
7. Yes, 9 - 12 times
8. More than 12 times

Due to a limited number of responses, categories five to eight were collapsed into one category labelled "four or more times."

Lifetime Sexual Experience. One question provided the measurement for this variable.

"With how many people have you ever had sexual intercourse?" _____

Responses were coded into nine categories ranging from "none" to "eight or more."

Past Courtship Experience. Based on responses to a series of questions pertaining to lifetime experiences in casual dating, going steady, engagement, and cohabiting, plus current courtship status, a procedure was devised whereby a measurement could be obtained of a respondent's most intimate courtship experience prior to their current or present situation. This variable was coded in the same manner as lifetime courtship experience except that the last category of "married" was omitted given that divorced and separated persons were excluded from this portion of the data analysis. Thus, the variable was composed of eight categories ranging from "never dated" to "cohabited one or more times."

Past Love Experience. This variable was created by subtracting present love status from lifetime experience, yielding five categories of love experience prior to the current moment ranging from "none" to "four or more times."

Past Sexual Experience. This variable was created in a similar manner by subtracting current sexual experience from lifetime sexual experience yielding eight categories of sexual experience prior to the current moment ranging from "none" to "seven or more partners."

Romanticism. Measurement of the dependent variable of romanticism was based on an abbreviated version of the Love Attitude Inventory (Knox and Sporakowski, 1968) which in its original form is composed of 29 statements about love. Each item is scored on a five point continuum with a value of one indicating the more romantic response (strongly agree) and a value of five indicating the most "conjugal" or "realistic" response (strongly disagree). The items scores are summed yielding a global romanticism score. Knox and Sporakowski assume that conjugal love is the antithesis of romantic love, however, since the statements in the Inventory are all phrased in the language of romantic love, it is questionnable as to whether conjugal love is actually being measured. It would appear to be more accurate to state that the Love Attitude Inventory measures degrees of romanticism. The present study therefore refers to the obtained measurements as varying from "high" to "low" romanticism and refrains from making any statements regarding conjugal or any other type of love.

Not all items from the Inventory could be included in the Hobart study due to the length of the questionnaire. Based on the factor analysis findings of Hinkle and Sporakowski (1975), 14 of the original 29 items (4 statements could not be subsumed under any subscale) having the highest factor loadings were included with the following proportionate distribution for each of the subscales: Traditional Love - One Person (5 of 11 items); Irrationality (4 of 8 items); Love Overcomes All (5 of 6 items).[1] In the Hobart study, these items were scored in the English language questionnaire on only a four point continuum (1, 2, 4, 5) as a typographical error resulted in the omission of a neutral midpoint. This error resulted in an artificially inflated range of variation in respondents' global and subscale romanticism scores. In addition, the scoring system was susceptible to misinterpretation in that the higher the score on the global scale, the lower the actual romanticism and the lower the score, the higher the actual romanticism. In order to forestall confusion, the scoring system was recoded for the present study so that a response of strongly agree was coded as a "five" and strongly disagree coded as a "one". As a result of this recoding the higher the score, the higher the romanticism and the lower the score, the lower the romanticism. To eliminate the artificially inflated range of variation, responses of four and five on the new coding scheme were additionally recoded to responses of three and four respectively. The items were now scored on a four point continuum ranging from one to four.

This recoding yielded a possible range of romanticism scores from 14 - 56 and subscale ranges of 5 - 20 for Traditional Love - One Person, 4 - 16 for Irrationality, and 5 - 20 for Love Overcomes All.

On the French language questionnaire the statement responses, due to the unauthorized changes, were scored on a six point continuum (1 - 6) but again with the omission of a neutral mid-point. In this instance, Francophone students were asked to indicate their responses to the statements in terms which would translate to:

"1. strongly agree 2. generally agree 3. minimally agree
4. minimally disagree 5. generally disagree 6. strongly disagree"

In the original coding of these responses for data manipulation, transformations were performed in order to make the responses comparable to those obtained from students using the English language questionnaire. Categories 2 and 3 were collapsed to form one category of "agree" and categories 4 and 5 were collapsed to form one category of "disagree." The responses were thus recoded onto a four point scale with no neutral mid-point. As with the English language questionnaire, this scoring system was susceptible to misinterpretation given the disparity between score values and their meaning. Therefore this scoring system was further recoded so that the higher the score, the higher the romanticism and the lower the score the lower the romanticism with the same range of possible romanticism scores as with English students.

Examination of the statements from the Love Attitude Inventory included in the Francophone questionnaire yielded some additional findings and questions pertaining to the proposed data analysis. Whereas in English the single term "love" is used throughout all of the statements, in French the terms "amoureux(se)," "l'amour," "aimer," and "en amour" are all used depending upon the specific context of each statement. It is of interest to note that the verb "aimer" can be translated into "to love" or "to like," again depending upon the context of usage. These differences in terminology raise questions regarding the degree of similarity between the statements used in the two measurement instruments. In addition, through changes made in sentence structure and, in particular, changes necessitated by attempts at idiomatic translation, it is entirely possible that the meanings of some statements were altered either slightly or significantly. An additional problem is created in the attempts to translate back from idiomatic French to idiomatic English. For example, one of the statements refers in English to persons in love being "in a daze," while the French expression translates into "losing one's head" ("perdre la tete"). The English phrase "love at first sight" becomes "lightning strikes" ("le coup de foudre").

The researcher faces the problem of being unable to determine if such differences in idiom will produce differences in findings that are "real" or attributable primarily to measurement error. The specific problem relates to the methods used to analyze the collected data. In the present study we have assumed that the responses pertaining to the dependent variable are based upon statements from questionnaires that are not closely comparable and that aggregating the data collected from both Anglophone and Francophone respondents would compromise the validity of the findings. Therefore, these data are analyzed separately for each linguistic group.

Data Analysis

The data were analyzed using multiple regression analysis, a statistical technique used to best predict or estimate a single dependent criterion variable from any number of independent predictor variables. Regression analysis is the most useful technique for our purposes in that it provides estimates of the overall dependence of the criterion variable on all of the predictors taken together as well as estimates for the contributions of each independent variable to variation of the dependent variable, controlling for all other confounding predictor variables. This technique identifies an equation, in the form of a straight line, which maximizes the fit between predicted and observed values of the dependent variable with a minimum amount of error. Thus we can test each romanticism model as well as each of the variables contained within the models.

The basic assumptions of multiple regression are (1) random sampling for data selection, (2) linearity of relationships between independent and dependent variables, and (3) additivity of independent variable effects. In addition, this technique can only be utilized with continuous, as opposed to categorical, variables (Blalock, 1972; Kim and Kohout, 1975a). As mentioned earlier, the Hobart study used random sampling procedures to select respondents from eligible participants. Since a number of independent variables used in the present study are clearly categorical in nature, specifically gender, current love status, and current sexual experience, transformations into dummy variables were necessary before these variables could be inserted into the regression equations. Following recommended procedures (Blalock, 1972; Kim and Kohout, 1975b) one dummy variable category (male) was established for gender, one category for current sexual experience (currently having sex), and two categories for current love status (currently in love, currently not in love) were created. As a result of this procedure, the excluded or reference category becomes a combined category of females, not having sex, and undecided about current love status.

To ensure the linearity of relationships between independent and dependent variables, each continuous variable was first subjected to a one way analysis of variance test in relation to the dependent variable. Examination of the results indicated that none of the variables included in this study significantly deviated from linearity. Further, since the assumptions of linearity and additivity may be violated if interaction effects are present between independent variables, it was also necessary to create and incorporate interaction or multiplicative terms into the regression equations. All possible two-way or first-order interaction terms were included in the initial runs of the data analysis. Where statistical testing indicated that certain interaction terms were significant, appropriate three-way or second-order terms were created, inserted, and the equations rerun (again following the theory and recommendations of Blalock, 1972). Statistically nonsignificant interaction terms of either order were omitted from further equations and pooled into the residual or error term.

The same basic procedure was followed in analyzing all models across all subsamples. It is important to note that two options were initially available for testing the PAC model. On one hand it was possible to take the findings from the situational model (both main variables and significant interaction terms) and simply add to them the appropriate new PAC main variables and created interaction terms. On the other hand, the main variables from the situational model and the new main variables from the PAC model plus all possible interaction terms could be considered. Both options were used to determine if any changes in findings were apparent. The results obtained were slightly different, indicating that different interaction terms become significant when all possibilities were introduced into the equation. Therefore, the findings reported here for the PAC model pertain to the "expanded," more complete, version which substantively provides a greater contribution to our understanding of how variables in the model relate to romanticism.

With the creation of interactive terms, a problem of multicollinearity frequently develops whereby a multiplicative term is highly correlated with one of the independent main effect variables of which it is composed. As the results of multiple regression cannot be interpreted or understood where multicollinearity is present, it is necessary to omit the main effect term from any further analysis and retain only the interactive term in the equations. Therefore, in the following presentation of findings chapters, only those statistically significant interaction terms are presented along with findings for those remaining independent variables that could still be included.

In the case where an interaction term attains statistical significance, the independent effects of each variable contained within that term cannot be interpreted and given meaning. Unfortunately this problem results in a loss of information particularly in cases of interaction terms containing dummy variables where no statements can be made regarding the reference category with respect to the influence of a given independent variable. We shall see examples of this loss in a later chapter in the examples of females and sexual permissiveness vis-a-vis romanticism. Finally, as the existence of significant interaction terms and the attendant problems of multicollinearity vary from model to model, from global romanticism to the romanticism subscales and across subscales, and from subsample to subsample, direct comparisons of specific variables across all models, subscales, and subsamples is unfortunately not always possible. We turn now to an examination of the findings produced by our data analysis.

FOOTNOTES

1. Reproduced below are the statements from the Love Attitude Inventory which were incorporated into the Hobart questionnaire. The letters in brackets following the statements have been added here to identify the subscale to which each statement belongs (i.e., Traditional Love - One Person (T); Irrationality (I); Love Overcomes All (L)).

"It is necessary to be in love with the one you marry to be happy. (T)
Love is regarded as a primary motive for marriage, which is good.(T)
Somewhere there is an ideal mate for most people. The problem is just finding that one. (T)
There are probably only a few people that any one person can fall in love with. (T)
You can't make yourself love someone; it just comes or it doesn't. (T)
When you are in love, you are usually in a daze. (I)
Love at first sight is often the deepest and most enduring type of love. (I)
When you are in love, your judgement is usually not too clear. (I)
Day dreaming usually comes along with being in love. (I)
Common interests are really unimportant; as long as each of you is truly in love, you will adjust. (L)
It doesn't matter if you marry after you have known your partner for only a short time as long as you know you are in love. (L)
As long as two people love each other, the religious differences they have really do not matter. (L)
You can love someone even though you do not like any of that person's friends. (L)
Differences in social class and religion are of small importance in selecting a marriage partner as compared with love. (L)"

CHAPTER IV

PRESENTATION OF FINDINGS: GLOBAL ROMANTICISM

Due to the possible existence of significant differences in the questionnaires stemming from problems associated with language translation, it was decided that data collected from Anglophone and Francophone respondents could not be aggregated but instead would be analyzed separately. While "Francophone" and "Anglophone" are technically the most accurate terms to denote groups differentiated on the basis of language alone, the terms themselves are awkward and cumbersome. For the sake of simplicity, the terms "French" and "English" will be used hereafter to refer to the two student language groups. The mean romanticism score for English students is 33.82 (n = 1,533) and 29.61 for French students (n = 400).

As these linguistic groups are identified on the basis of school attended and given Hobart's previous finding (1972) of differences in premarital sexual permissiveness between students from different educational settings, further analyses were performed which indicate that within the English sample, the difference in mean romanticism scores between technical school (32.94) and university (34.61) students, according to t-test analysis, is statistically significant beyond the .001 level (p = .000). Similarly, within the French sample, the difference in mean romanticism scores between technical school (28.89) and university (30.31) students is significant beyond the .01 level (p = .003). Within both linguistic samples we find that university students are significantly more romantic in their conceptions of love than are technical school students.

As the primary purpose of the present study is to examine the models of romanticism themselves and as these models do not include possible effects of educational setting (and other possible related variables such as social class membership), it was deemed necessary to analyze technical school students and university students separately within each of the two language samples. As a result of these preliminary findings and the analytic decisions based upon them, findings are presented in this chapter separately for the English and French subsamples. Within each subsample, the findings for university and technical school students are compared across each romanticism model. In a later chapter we will explicitly focus upon comparisons of the models themselves across subsamples to determine the comparative explanatory power of each model.

ENGLISH UNIVERSITY AND TECHNICAL SCHOOL STUDENTS

The Situational Model

In order to facilitate a parsimonious presentation of findings, each of the tables in this chapter contains a comparative summary of results from the multiple regression analyses. More detailed tables for each subsample by romanticism model are contained in Appendix A. Table 4.1 on the following page summarizes the major findings on the situational model for both English student groups. This model contains three propositional statements of direct relationships between different independent variables and romanticism. Each proposition will be restated and the relevant findings for each subsample will

Table 4.1: Multiple Regression Summary, Global Romanticism, Situational Model, English University and Technical School Students

	University		Technical	
	R^2=.0674	F=7.406**	R^2=.0347	F=2.923**
Variable	B	Beta	B	Beta
Currently in Love	.2695	.0296	- .2486	- .0269
Currently Not in Love	.2696	.0292	-	-
Permissiveness X Male	- .6024	- .2198**	-	-
Permissiveness X Duration of Courtship Status X Not in Love	-	-	- .0724	- .1441**
Having Sex	-1.3355	- .1411**	-	-
Having Sex X Current Courtship Status	-	-	.2639	.1306**
Duration of Courtship Status	.1271	.0740**	-	-
Current Courtship Status	.5005	.2012**	-	-
Male	-	-	-1.1383	- .1230**

**Significant beyond the .01 level

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then be presented. In discussing these findings it is necessary to state the qualifying phrase "all other variables being held constant" when considering the independent effects of each variable. For ease of reading, this phrase is constantly assumed but not reiterated.

Proposition 3: Current love status influences romanticism.

The data show that for both university and technical school students the status of being currently in love is not significantly related to romanticism. Nor, among university students, is the status of currently not being in love. Among technical school students not being in love acts as a contingency variable upon the inverse relationship between romanticism and an interactive term combining sexual permissiveness with duration of current courtship status. For those who are currently not in love, the longer the time spent in their current courtship status, in combination with the higher the level of sexual permissiveness, the significantly less romantic are their beliefs about love.

Proposition 4: Premarital sexual permissiveness inversely influences romanticism.

For the English university subsample we find that permissiveness interacts with gender such that for males, as permissiveness increases, romanticism decreases significantly. This finding suggests that gender does not have a direct relationship to romanticism but acts indirectly as a contingency variable upon the effects of permissiveness on romanticism. Due to the nature of regression analysis using dummy variables, no specific statement can be made regarding the nature of the relationship between female permissiveness levels and romanticism. For males, the effects of permissiveness are inverse and significant.

As noted above, among technical school students, sexual permissiveness does not relate directly to romanticism but interacts with duration of courtship status for those who are currently not in love.

Proposition 6: The amount of one's current sexual experience (intercourse) inversely influences one's romanticism.

This proposition was formed upon the assumed existence of a continuous independent variable. As we saw in the last chapter, however, it was not possible to meaningfully measure the amount of a respondent's current sexual experience and the independent variable is now expressed as a dummy variable indicating simply whether a respondent is currently involved sexually or not, regardless of the amount of that involvement. Accordingly, the proposition should be reworded as follows.

Proposition 6: Current sexual involvement inversely influences romanticism.

From Table 4.1 we find that currently having sex with one's partner is inversely and significantly related to romanticism among university students only. For technical school students, currently having sex acts as a contingency variable upon the positive and significant relationship between courtship status and the dependent variable. In other words, among those who are currently sexually involved, the higher the courtship status, the greater the romanticism. Sexual behavior is directly related to the dependent variable and confirms the proposition for university students but such is not the case for technical school students.

Three unanticipated findings are also notable in Table 4.1. For university students the variables of duration of courtship status and current courtship status are each directly, positively, and significantly related to the dependent variable. The higher one's courtship status and the longer one has occupied that status, the more romantic one's conceptions about love. For technical school students, gender is directly related to the dependent variable with males being significantly less romantic about love than are females.

The Lifetime Model

Table 4.2 summarizes the major findings on the lifetime model for both English student groups. This model contains three propositional statements of direct relationships to the dependent variable.

Table 4.2: Multiple Regression Summary, Global Romanticism, Lifetime Model, English University and Technical School Students

	University		Technical	
	R^2=.0475	F=7.379**	R^2=.0402	F=5.144**
Variable	B	Beta	B	Beta
Permissiveness X Male	-.5288	-.1893**	-.5281	-.1882**
Permissiveness X Lifetime Sexual Experience	.0366	.0741*	.0502	.1093**
Lifetime Love Experience	.0335	.0078	-.0039	-.0009
Lifetime Courtship Experience	.2205	.1108**	.0821	.0408

*Significant beyond the .05 level.
**Significant beyond the .01 level.

Proposition 4: Premarital sexual permissiveness inversely influences romanticism.

From the table we find that for both student groups, gender acts as a contingency variable on the relationship between permissiveness and the dependent variable such that for males, as permissiveness increases, romanticism decreases significantly. Sexual permissiveness also interacts with lifetime sexual experience and the combination of these variables is positively and significantly related to romanticism for both groups. So, while the proposition is confirmed for males, permissiveness is also involved in an additional significant relationship to the dependent variable for both university and technical school males and females.

Proposition 10: Lifetime love experience inversely influences romanticism.

This independent variable, measuring the lifetime number of love involvements, is not significantly associated with romanticism in either student sample.

Proposition 12: Lifetime sexual experience inversely influences romanticism.

The proposition indicates an expected simple and direct relationship between independent and dependent variables but as noted earlier lifetime sexual experience interacts with permissiveness and this combination of behavior and attitudes is positively and significantly related to romanticism for both university and technical school students.

Data analysis for the university students yields one unanticipated finding. Lifetime courtship experience, measuring both the number and intensity of one's courtship experiences to date, is positively, directly, and significantly related to the dependent variable. The greater the number and intensity of courtship experiences the more romantic are university students' conceptions about love. This independent variable is also positively related to romanticism for technical school students but the relationship is not statistically significant.

The PAC Model

Table 4.3, on the following page, summarizes findings from the regression analyses on the PAC model. This model contains five propositional statements, three of which are contained in the situational model and the remaining two of which have been modified from the

Table 4.3: Multiple Regression Summary, Global Romanticism, PAC Model, English University and Technical School Students

	University		Technical	
	R^2=.0600	F=4.752**	R^2=.0532	F=2.736**
Variable	B	Beta	B	Beta
Currently in Love	-	-	-.2453	-.0264
Currently in Love X Current Courtship Status	.3155	.1561**	-	-
Currently Not in Love	.5164	.0553	.4234	.0435
Permissiveness X Male	-.8288	-.2986**	-.7869	-.2840**
Permissiveness X Past Sexual Experience	.0368	.0659**	-	-
Having Sex	-.9364	-.0988**	1.0611	.1127**
Past Love Experience	.0875	.0213	-	-
Past Love Experience X Male	-	-	.4670	.1358*
Past Sexual Experience	-	-	.0127	.0065
Current Courtship Status	-	-	-.0421	-.0175
Duration of Courtship Status	.1223	.0699**	.1606	.0923**
Past Courtship Experience X Male	.2161	.1157*	-	-
Past Courtship Experience	-	-	.1413	.0674*

*Significant beyond the .05 level

**Significant beyond the .01 level

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lifetime model.

Proposition 3: Current love status influences romanticism.

When controlling for additional variables we find that the status of being currently in love acts as a contingency variable for university students upon the relationship between current courtship status and the dependent variable. For those students who are in love, as courtship status increases, romanticism increases significantly. Among technical school students, being currently in love is inversely related to romanticism but the difference in romanticism scores between this love status and the others is not statistically significant. The status of not being in love currently is unrelated to romanticism among both university and technical school students.

Proposition 4: Premarital sexual permissiveness inversely influences romanticism.

In both the university and technical school student subsamples we find that for males, as permissiveness increases, romanticism decreases significantly. In addition, for university students the permissiveness variable combines with past sexual experience producing an interactive term which is positively and significantly related to the dependent variable.

Proposition 6: Current sexual involvement inversely influences romanticism.

Here we find an interesting difference between the two student samples. For university students, having sex is inversely and significantly related to romanticism while for technical school students, being sexually involved is positively and significantly related to the dependent variable. For both student groups the relationship between dependent and independent variables is direct and statistically significant, but, the relationships are in the opposite direction to one another.

Proposition 18: Past love experience inversely influences romanticism.

Among university students we find that past love experience, measuring the number of love involvements one has had prior to the present situation, is positively but not significantly related to romanticism. Among technical school students we find that for males, past love experience is positively and significantly related to the dependent variable. Gender acts as a contingency variable upon the relationship between independent and dependent variables, a relationship in the opposite direction to that anticipated in the propositional statement.

Proposition 20: Past sexual experience inversely influences romanticism.

As noted earlier, past sexual experience interacts with sexual permissiveness among university students to form a positive, significant, relationship to romanticism. Among technical school students, past sexual experience is unrelated to the dependent variable. Again we find a relationship to be in the opposite direction to that anticipated in a proposition derived from the current literature.

In addition to the above findings, regression analyses also yields some unanticipated relationships concerning variables contained within the PAC model. In both student subsamples duration of current courtship status is positively and significantly related to romanticism. The longer one has occupied a given courtship status, the more romantic one's conceptions of love. It was predicted that this duration variable would only be indirectly related to the dependent variable.

Also, for male university students, past courtship experience is positively, directly, and significantly related to romanticism. The greater the number and intensity of courtship experiences in the past, the more romantic are males' conceptions of love. Among technical school students, past courtship experience is also directly, positively and significantly related to the dependent variable but no gender differences are apparent for this student subsample. It was also predicted that this independent variable would relate to romanticism in only an indirect manner. Finally, it can be noted that while current courtship status is significantly related to romanticism for those university students who are currently in love, this independent variable is not significantly related to the dependent variable for technical school students.

FRENCH UNIVERSITY AND TECHNICAL SCHOOL STUDENTS

The Situational Model

In Table 4.4 on the following page we find a summary of the major findings on the situational model for both French student groups. Perhaps the most important finding from the table is the fact that the situational model as a whole does not achieve statistical significance for French university students. In fact, only one independent variable in the model is significantly related to romanticism for this student group. The model as a whole does achieve statistical significance for the technical school student group.

Proposition 3: Current love status influences romanticism.

An interesting difference is noticeable between the two French student groups with regard to the status of being currently in love. Among university students, this independent variable is unrelated to romanticism while among technical school students the independent

Table 4.4: Multiple Regression Summary, Global Romanticism, Situational Model, French University and Technical School Students

	University		Technical	
	R^2=.0502	F=1.375	R^2=.1214	F=4.400**
Variable	B	Beta	B	Beta
Currently in Love	.8588	.0871	-2.0844	-.2406**
Currently Not in Love	-.5895	-.0474	- .6611	-.0695
Permissiveness	.9696	.1606**	-	-
Permissiveness X Having Sex	-	-	.8642	.2762**
Permissiveness X Duration of Courtship Status	-	-	.0949	.2024**
Having Sex	-.8600	-.0883	-	-
Duration of Courtship Status	-.1828	-.0927	-	-
Duration of Courtship Status X Male	-	-	- .3204	-.2266**
Male	-.2168	-.0226	-	-
Current Courtship Status	.0966	.0386	-	-

**Significant beyond the .01 level.

variable is significantly and inversely related to the dependent variable. Thus, technical school students who are in love are significantly less romantic in their conceptions about love than are students from the same educational setting who are either not in love or are undecided about their current love status. The status of currently not being in love is not significantly related to romanticism in both student groups.

Proposition 4: Premarital sexual permissiveness inversely influences romanticism.

Among university students, permissiveness is positively and significantly related to the dependent variable. Among technical school students sexual attitudes are involved in two different relationships to the dependent variable. For those currently having a sexual relationship permissiveness is positively and significantly related to romanticism. The sexual attitude variable also interacts with duration of current courtship status forming a positive, significant, relationship to the dependent variable. Regardless of whether permissiveness is involved in a contingency or an interactive relationship the result is a significant increase in romanticism.

Proposition 6: Current sexual involvement inversely influences romanticism.

As noted earlier, the variable of current sexual involvement acts as a contingency variable upon the relationship between sexual attitudes and romanticism for technical school students. Sexual involvement is unrelated to the dependent variable for university students.

One other significant, but unanticipated, relationship emerges from the data analysis for technical school students. For males, as duration of current courtship status increases, romanticism decreases significantly. Among university students, the variable of duration of courtship status is inversely but not significantly related to romanticism. University males are also less romantic than university females but this difference between the genders is not statistically significant.

The Lifetime Model

Table 4.5 on the following page summarizes the major findings on the lifetime model for both French student groups. It is of major

Table 4.5: Multiple Regression Summary, Global Romanticism, Lifetime Model, French University and Technical School Students

	University		Technical	
	R^2=.0598	F=1.929	R^2=.0368	F=1.336
Variable	B	Beta	B	Beta
Permissiveness	-	-	- .0176	-.0030
Permissiveness X Lifetime Sexual Experience	.2573	.4795**	-	-
Lifetime Love Experience	-	-	- .0218	-.0060
Lifetime Love Experience X Lifetime Sexual Experience	-.2159	-.4503**	-	-
Lifetime Sexual Experience	-	-	.2340	.1152
Lifetime Courtship Experience	.1027	.0505	- .0826	-.0382
Male	-.6602	-.0668	-1.3453	-.1517**

**Significant beyond the .01 level

interest to note that this model as a whole fails to achieve statistical significance in both instances.

Proposition 4: Premarital sexual permissiveness inversely influences romanticism.

Among technical school students permissiveness is inversely but not significantly related to the dependent variable. Among university students the sexual attitude variable interacts with lifetime sexual experience to form a positive, significant, relationship to romanticism. The more permissive university students are towards premarital sexual conduct, in combination with the higher levels of lifetime sexual experience, the more idealistic are their conceptions about romantic love.

Proposition 10: Lifetime love experience inversely influences romanticism.

For technical school students lifetime love experience is inversely but not significantly related to the dependent variable. For university students lifetime love experience interacts with lifetime sexual experience forming a positive and significant relationship to the dependent variable. As lifetime love experiences increase in combination with increases in the number of sexual experiences during that same time, the less idealistic the conceptions of romantic love.

Proposition 12: Lifetime sexual experience inversely influences romanticism.

As noted above, lifetime sexual experience, interacting with lifetime love experience for university students, is inversely related to romanticism. Among technical school students, the variable of lifetime sexual experience is unrelated to the dependent variable.

Regression analyses yield one unanticipated finding regarding the variables in the lifetime model for these student groups. Gender is the only variable to be significantly related to romanticism for technical school students whereby males are significantly less romantic than females. No gender differences are apparent among university students.

The PAC Model

Table 4.6 on the following page summarizes the findings of the regression analyses for the French student groups. Two important points are immediately apparent. First, the PAC model as a whole achieves statistical significance for both university and technical school students. Second, only one variable has a similar type of

Table 4.6: Multiple Regression Summary, Global Romanticism, PAC Model French University and Technical School Students

	University		Technical	
	R^2=.1515 F=1.922*		R^2=.1354 F=2.557**	
Variable	B	Beta	B	Beta
Currently in Love	-.1321	-.0132	-1.5156	-.1769*
Currently Not in Love X Duration of Courtship Status	-.4114	-.2423**	-	-
Currently Not in Love X Past Sexual Experience	1.1781	.3695**	-	-
Currently Not in Love	-	-	-.4592	-.0505
Permissiveness	1.0065	.1630**	-	-
Permissiveness X Current Courtship Status X Having Sex	-	-	.1755	.2821**
Permissiveness X Past Courtship Experience	-	-	-.1121	-.1631**
Having Sex X Past Courtship Experience	.9441	.4971**	-	-
Having Sex X Duration of Courtship Status X Past Love Experience	-.1524	-.3367**	-	-
Past Love Experience X Past Sexual Experience	-.4552	-.6954**	-	-
Past Love Experience X Current Courtship Status	.3909	.5932**	-	-
Past Love Experience	-	-	-.0118	-.0037
Past Sexual Experience X Past Courtship Experience	.1753	.4442**	-	-
Past Sexual Experience	-	-	.1702	.0781
Male X Duration of Courtship Status	-	-	-.3075	-.2258**
Male	.1287	.0131	-	-

*Significant beyond the .05 level
**Significant beyond the .01 level

relationship to the dependent variable in both subsamples. All of the remaining variables are involved in different types of interactive relationships indicating clearly that we are dealing with two distinct student groups.

Proposition 3: Current love status influences romanticism.

Among university students being currently in love is inversely but not significantly related to romanticism while among technical school students this variable is inversely and significantly related to the dependent variable. Technical school students who are in love are significantly less romantic in their conceptions about love than are students who are either not in love or are uncertain about their current love status. For technical school students the status of not being in love is unrelated to the dependent variable. Among university students the status of not being in love acts as a contingency variable upon relationships between two different independent variables and romanticism. For university students currently not in love, as duration of courtship status increases, romanticism decreases significantly. In addition, for those currently not in love, past sexual experience is positively and significantly related to romanticism.

Proposition 4: Premarital sexual permissiveness inversely influences romanticism.

Permissiveness is directly, positively, and significantly associated with romanticism among university students. This relationship is the inverse of that predicted in the proposition. For technical school students the sexual attitude variable interacts with other independent variables. Having sex acts as a contingency variable upon the relationship between the interactive term combining sexual attitudes and current courtship status and the dependent variable. For those sexually involved, as permissiveness in combination with current courtship status increases, romanticism increases significantly. Permissiveness also interacts with past courtship experience forming an inverse, significant relationship to the dependent variable.

Proposition 6: Current sexual involvement inversely influences romanticism.

Currently having a sexual relationship does not directly relate to the dependent variable in either French student subsample but acts as a contingency variable on a number of other relationships. As noted earlier, for technical school students, having sex is a contingency variable upon the relationship between the interactive term combining permissiveness with current courtship status and romanticism. For university students who are sexually involved, as past courtship experience increases, romanticism also increases significantly. In addition, having sex acts as a contingency variable upon the inverse, significant, relationship between the dependent variable and an interactive term combining duration of current courtship status with past love experience for these same students.

Proposition 18: Past love experience inversely influences romanticism.

The variable measuring past love experience is involved in three interactive terms among university students. We have already noted one of these relationships earlier where this independent variable combines with duration of courtship status for those currently having sex. Past love experience also interacts with past sexual experience forming an inverse significant association with romanticism. In addition, this same independent variable interacts with current courtship status forming a positive significant relationship to the dependent variable. For technical school students past love experience is unrelated to romanticism.

Proposition 20: Past sexual experience inversely influences romanticism.

In combination with past love experience, past sexual experience for university students forms an inverse significant relationship to romanticism. But, in combination with past courtship experience, this same independent variable is positively and significantly related to the dependent variable. In addition, for those currently not in love, past sexual experience is positively and significantly related to romanticism. Among technical school students, past sexual experience is unrelated to the dependent variable.

One additional and unanticipated finding emerges from the regression analyses for technical school students where, as duration of courtship status increases for males, romanticism decreases significantly. No gender differences of either a direct or indirect nature are apparent among French university students.

GENERAL SUMMARY

We can now briefly summarize and compare the findings for the student subsamples noting their similarities and differences with reference to the effects upon romanticism of the variables contained within each model.

English students. Table 4.7 on the following page summarizes the findings pertaining to the relevant propositions for English university and technical school students. As we have seen, the two student

Table 4.7: Proposition Summary Table: Global Romanticism, English University and Technical School Students

Propositions	University	Technical School
SITUATIONAL Model		
3. (in love)	-no relationship	-no relationship
(not in love)	-no relationship	-contingent, interaction permissiveness-duration, inverse
4. (permissiveness-inverse)	-for males, inverse	-interaction, duration for not in love, inverse
6. (having sex-inverse)	-direct, inverse	-contingent, courtship, positive
Unanticipated*	-duration, direct, positive -courtship, direct, positive	-males, direct, inverse
LIFETIME Model		
4. (permissiveness-inverse)	-for males, inverse -interaction, lifetime sex, positive	-for males, inverse -interaction, lifetime sex positive
10. (love-inverse)	-no relationship	-no relationship
12. (sex-inverse)	-interaction, permissiveness, positive	-interaction, permissiveness, positive
Unanticipated*	-lifetime courtship, direct, positive	
PAC Model		
3. (in love)	-contingent, current courtship, positive	-no relationship
(not in love)	-no relationship	-no relationship
4. (permissiveness-inverse)	-for males, inverse -interaction, past sex, positive	-for males, inverse
6. (having sex-inverse)	-direct, inverse	-direct, but positive
18. (past love-inverse)	-no relationship	-for males, positive
20. (past sex-inverse)	-interaction, permissiveness, positive	-no relationship
Unanticipated*	-duration, direct positive -past courtship, for males, positive	-duration direct, positive -past courtship, direct, positive

* -refers to additional relationship(s) with dependent variable not specified in model.

subsamples are notably dissimilar with respect to the effects of the variables contained within the situational model upon romanticism. The only independent variable which bears the same type of relationship to the dependent variable is the status of being in love. All of the remaining variables are involved in different types of relationships, and in some instances in relationships of different directions vis-a-vis romanticism. Even relationships found which were not predicted by this model are different across the student groups.

In contrast to the situational model, we find that the English subsamples are quite similar with respect to the effects of variables contained within the lifetime model. The only difference is that romanticism for university students is significantly influenced by lifetime courtship experiences, while among technical school students the effects of these experiences are not significantly associated with their conceptions of romantic love.

When we compare the relative contributions of past and current love, sex, and courtship variables to romanticism we find few similarities between the English student subsamples either in terms of the interaction of specific variables or in terms of the direction or statistical significance of the effects of the variables. Three variables, being currently not in love, permissiveness for males, and duration of current courtship status, have the same direction and level of statistical significance in relation to romanticism for both student groups. Interestingly, these are all current relationship variables. The remaining variables, including all of those pertaining to past courtship experiences, evidence different types of relationships between the two subsamples. These general findings suggest that the influence of past experiences mark the major difference between English university and technical school students.

French students. Table 4.8 on the following page summarizes the findings pertaining to the relevant propositions for French university and technical school students. In general, French students from the two educational settings are even more dissimilar from one another than are English students. In both the lifetime and the PAC models none of the independent variables have the same type of relationship to romanticism or level of statistical significance for both French student groups. In the situational model only one variable, that of currently not being in love, has the same relationship, or more accurately, lack of relationship to the dependent variable in both cases. The situational model does not achieve statistical significance for university students but is significant for technical school students. The lifetime model is not statistically significant for either group while the PAC model does achieve significance for both groups.

In general, past experiences no matter how they are measured appear to exert a greater and more diverse influence upon the romanticism of university students than upon that of students in technical school. French university students, unlike their counterparts in technical school, appear to blend influences from their past with aspects of their present situation in forming their current conceptions of romantic love. For technical school students, all of the significant relationships to romanticism with one exception involve current experience variables suggesting a separation of the past from the present such that it is primarily the immediate situation which exerts an influence on currently held beliefs about romantic love.

Table 4.8: Proposition Summary Table: Global Romanticism, French University and Technical School Students

Propositions	University	Technical School
SITUATIONAL Model		
3. (in love)	-no relationship	-direct, inverse
(not in love)	-no relationship	-no relationship
4. (permissiveness-inverse)	-direct, but positive	-for having sex, positive -interaction, duration, positive
6. (having sex-inverse)	-no relationship	-contingent, permissiveness, positive
Unanticipated*		-for males, duration, inverse
LIFETIME Model		
4. (permissiveness-inverse)	-interaction, lifetime sex, positive	-no relationship
10. (love-inverse)	-interaction, lifetime sex, inverse	-no relationship
12. (sex-inverse)	-interaction, permissiveness, positive -interaction, lifetime love, inverse	-no relationship
Unanticipated*		-male, direct, inverse
PAC Model		
3. (in love)	-no relationship	-direct, inverse
(not in love)	-contingent, duration inverse -contingent, past sex, positive	-no relationship
4. (permissiveness-inverse)	-direct, but positive	-interaction, current courtship, for having sex, positive -interaction, past courtship, inverse

Table 4.8 (continued)

Propositions	University	Technical School
PAC Model		
6. (having sex-inverse)	-contingent, past courtship, positive -contingent, interaction duration-past love, inverse	-contingent, interaction permissiveness-current courtship, positive
18. (past love-inverse)	-interaction, past sex, inverse -interaction, current courtship, positive -interaction, duration for having sex, inverse	-no relationship
20. (past sex-inverse)	-interaction, past courtship, positive -interaction, past love, inverse -for not in love, positive	-no relationship
Unanticipated*		-duration, for males, inverse

* -refers to additional relationship with dependent variable not specified in model

University students. Further comparisons between English and French students from similar educational settings can be made with respect to the influence of variables measured in the present study upon their romanticism. Due to the possibility that some ot the reported differences between the two linguistic groups may be an artifact of translation of the research instrument, these comparisons are offered only as points of interest that may provide guidelines for future research. They are not offered as definitive statements of "real" differences between Quebec students vis-a-vis students from the rest of

Canada. Table 4.9 on the following page summarizes the relevant findings for English and French university students.

In general the findings are very dissimilar for the two groups. The situational model as a whole achieves statistical significance for the English, but not for the French, students, The variables measuring current love status are not significantly related to the dependent variable for either group. All of the remaining variables in this model are involved in different types of relationships, or in some instances in relationships of different directions, to romanticism.

The lifetime model also achieves statistical significance for English, but not for French, students. A cursory comparison indicates that sexual permissiveness interacts with lifetime sexual experience so as to be positively related to romanticism in both student groups. None of the remaining variables have the same type of relationship to the dependent variable within both groups. The PAC model as a whole is significantly related to romanticism for both French and English university students, however no specific relationships between independent and dependent variables are the same. French students appear to blend both past and present experiences in terms of significant influences upon their current conceptions of love. English student conceptions of love are influenced more by present experience but certain experiences in their past are important.

Technical school students. Table 4.10 summarizes the findings for French and English technical school students pertaining to the relevant propositions within the three models. As can be seen from the table, the two student groups are very different with respect to the relationships between independent and dependent variables within the

Table 4.9: Proposition Summary Table: Global Romanticism, French and English University Students

Propositions	French	English
SITUATIONAL Model		
3. (in love)	-no relationship	-no relationship
(not in love)	-no relationship	-no relationship
4. (permissiveness-inverse)	-direct, but positive	-for males, inverse
6. (having sex-inverse)	-no relationship	-direct, inverse
Unanticipated*		-duration, direct, positive -courtship, direct, positive
LIFETIME Model		
4. (permissiveness-inverse)	-interaction, lifetime sex, positive	-for males, inverse -interaction, lifetime sex, positive
10. (love-inverse)	-interaction, lifetime sex, inverse	-no relationship
12. (sex, inverse)	-interaction, permissiveness, positive -interaction, lifetime love, inverse	-interaction, permissiveness, positive
Unanticipated*		-lifetime courtship, direct, positive
PAC Model		
3. (in love)	-no relationship	-contingent, current courtship, positive
(not in love)	-contingent, duration, inverse -contingent, past sex, positive	-no relationship
4. (permissiveness-inverse)	-direct, but positive	-for males, inverse -interaction, past sex, positive

Table 4.9 (continued)

Propositions	French	English
PAC Model		
6. (having sex-inverse)	-contingent, past courtship, positive -contingent, interaction duration-past love, inverse	-direct, inverse
18. (past love-inverse)	-interaction, past sex, inverse -interaction, current courtship, positive -interaction, duration, for having sex, inverse	-no relationship
20. (past sex-inverse)	-interaction, past courtship, positive -interaction, past love, inverse -for not in love, positive	-interaction, permis- positive
Unanticipated*		-duration, direct, positive -past courtship, for males, positive

* -refers to additional relationship with dependent variable not specified in model

situational model. These relationships are all of different types, in different directions, or of different levels of statistical significance. Yet, the model as a whole achieves statistical significance for both groups.

Neither the lifetime model as a whole, nor any of the variables contained within it, with the exception of gender, achieve statistical significance for French students. Among English students the model explains a significant amount of the variation in conceptions of romantic love. As in the case of the French students, the variable of

Table 4.10: Proposition Summary Table: Global Romanticism, French and English Technical Students

Propositions	French	English
SITUATIONAL Model		
3. (in love)	-direct, inverse	-no relationship
(not in love)	-no relationship	-contingent, interaction, permissiveness-duration, inverse
4. (permissiveness-inverse)	-for having sex, positive -interaction, duration, positive	-interaction, duration, for not in love, inverse
6. (having sex-inverse)	-contingent, permissiveness, positive	-contingent, courtship, positive
Unanticipated*	-duration, for males, inverse	-males, direct, inverse
LIFETIME Model		
4. (permissiveness-inverse)	-no relationship	-for males, inverse -interaction, lifetime sex, positive
10. (love-inverse)	-no relationship	-no relationship
12. (sex-inverse)	-no relationship	-interaction, permissiveness, positive
Unanticipated*	-males, direct, inverse	
PAC Model		
3. (in love)	-direct, inverse	-no relationship
(not in love)	-no relationship	-no relationship
4. (permissiveness-inverse)	-interaction, current courtship, for having sex, positive -interaction, past courtship, inverse	-for males, inverse
6. (having sex-inverse)	-contingent, interaction permissiveness-current courtship, positive	-direct, but positive
18. (past love-inverse)	-no relationship	-for males, positive
20. (past sex-inverse)	-no relationship	-no relationship
Unanticipated*	-duration, for males, inverse	-duration, direct, positive -past courtship, direct, positive

* -refers to additional relationship with dependent variable not specified in model

lifetime love experience is unrelated to the dependent variable for the English students. The remaining variables interact with different variables forming combinations that are significantly related to English students' romanticism.

The PAC model achieves statistical significance for both technical school student groups. In general it appears that past courtship variables exert more influence upon the romanticism of English students than is the case for French students from the same educational setting. Only past courtship experience is significantly related to the dependent variable for the French students and then only in interaction with current sexual attitudes. Among the English students, past love experience for males and past courtship experience for both genders influence conceptions of romantic love. Past sexual experience is unrelated to the dependent variable for both student groups. Similarly, the status of currently not being in love is not significantly related to romanticism for either student subsample. All of the remaining variables differ in terms of type, direction, or level of significance of relationships to the dependent variable.

From this brief summary it becomes readily apparent that regardless of which linguistic group is examined, university and technical school student's conceptions of romantic love are influenced either singly or in some combination by different variables. In addition, French and English students are notably dissimilar along the dimensions of our analysis. Before focusing upon the three models of romanticism themselves we turn our attention to the romanticism subscales - the subject of the next chapter.

CHAPTER V

PRESENTATION OF FINDINGS: THE ROMANTICISM SUBSCALES

As noted in Chapter II, Hinkle and Sporakowski (1975) suggest that the Love Attitude Inventory includes three subscales thus enabling us to categorize conceptions of romantic love as reflecting to varying degrees three general components which these authors identify as: Traditional Love - One Person; Irrationality: and Love Overcomes All. The first subscale is composed of statements stressing traditional beliefs in the primacy of love for marriage as well as the notion that there is probably only one person with whom one can spontaneously fall in love. The second subscale includes statements stressing the nonrational aspects of love as well as one's decreased ability for clear thinking when under the spell of love. The third subscale includes statements stressing the power of love in overcoming practical or pragmatic difficulties for successful relationships such as dissimilarities of interests, friends, social class and religion. For ease of discussion these subscales will be referred to hereafter as the Traditional, Irrationality, and Supremacy subscales.

In the present study each of the three models was applied to each of the subscales for English students only. Since the primary purpose of this study is to ascertain which models are most sensitive to global romanticism and to specific aspects of romanticism, it was deemed necessary to restrict analyses to only those subsamples for which all models achieved statistical significance on global romanticism to permit making full comparisons including the subscales. As certain models do not achieve statistical significance across both French subsamples, these subsamples have been omitted from further analysis. The same method and procedures for regression analysis are used here as in the case of testing global romanticism (see Chapter III).

Before examining the findings from these analyses, a few observations should first be made regarding general university-technical school student differences in subscale scores. Table 5.1 summarizes the differences in mean scores between the two student groups for all three of the subscales.

Table 5.1: T-test Analysis Summary, Global Romanticism, English University and Technical School Students

Subscale	University Mean Score	Technical Mean Score
Traditional	9.82 (845)[a]	9.23** (756)
Irrationality	11.85 (839)	11.47* (740)
Supremacy	12.95 (841)	12.22** (745)

[a] -figures, in brackets, indicating sample size vary across subscales due to missing cases.

* Significant beyond the .01 level

**Significant beyond the .001 level

In all cases, university students score significantly higher than do students from the technical schools. These university students are more accepting of traditional beliefs about love and believe more strongly in love's irrationality and supremacy. The differences found here are reflective of differences noted in the previous chapter pertaining to global romanticism.

Each of the remaining tables contained in this chapter present a comparative summary of results from the multiple regression analyses. More detailed tables are found in Appendix B. Following the procedure adopted in the previous chapter, propositional statements from each model will be restated and the relevant findings from the tables will then be presented.

THE SITUATIONAL MODEL

English University Students

Table 5.2 on the following page summarizes the findings from regression analyses in which the situational model is applied to each of the romanticism subscales for English university students. Examination of the table reveals two salient points. First, although the situational model for this student subsample achieves statistical significance for all of the subscales, the proportion of variance in subscale scores explained (R^2) varies considerably from a low of almost three percent for the Traditional subscale to a high of just over nine and one half percent for the Supremacy subscale. Second, no variable, either alone or in combination with others, has the same type, direction, or strength of relationship to the dependent variables across all three subscales.

Proposition 3a: Current love status influences the components of romanticism.

As can be seen from the table the status of being currently in

Table 5.2: Multiple Regression Summary, Romanticism Subscales, Situational Model, English University Students

	Traditional		Irrationality		Supremacy	
	R^2=.0296	F=3.121**	R^2=.0558	F=6.048**	R^2=.0963	F=10.914**
Variable	B	Beta	B	Beta	B	Beta
Currently in Love	.2454	.0535	-	-	-.3442	-.0684
Currently not In Love	-	-	.4469	.1069**	-.3363	-.0659
Currently in Love X Duration of Courtship Status	-	-	.1272	.1976**	-	-
Currently Not in Love X Duration of Courtship Status	.0848	.1070**	-	-	-	-
Permissiveness X Male	-.1245	-.0901**	-	-	-.3885	-.2565**
Permissiveness X Duration of Courtship Status	-	-	-.0217	-.0974**	.0245	.0901**
Permissiveness X Current Courtship Status	.0601	.1630**	-	-	-	-
Permissiveness X Having Sex	-.1999	-.1341**	-	-	-	-
Having Sex	-	-	-.1595	-.0372	-.6621	-.1266**
Current Courtship Status	-	-	.1805	.1601**	.1576	.1146**
Male	-	-	-.2387	-.0584**	-	-

**Significant beyond the .01 level

love is not significantly related to either the traditional or the supremacy subscales. Currently not being in love is also unrelated to beliefs about love's supremacy but is positively, directly, and significantly related to beliefs in love's irrationality. Furthermore, while being in love acts as a contingency variable upon the positive, significant relationship between duration of current courtship status and beliefs in love's irrationality, not being in love acts as a contingency variable upon the positive, significant, relationship between this same independent variable and acceptance of traditional beliefs about romantic love. In summary, current love status is not related to beliefs about love's supremacy. Beliefs in love's irrationality are positively and significantly influenced by not being in love and also by duration of courtship status for those currently in love. Traditional beliefs about love, uninfluenced by being in love, are positively and significantly influenced by duration of courtship status for those not currently in love.

Proposition 4a: Premarital sexual permissiveness inversely influences the components of romanticism.

The sexual permissiveness variable is not directly related to any of the romanticism subscales but instead combines with different variables forming numerous significant relationships. For males, as permissiveness increases, acceptance of traditional beliefs, as well as beliefs in love's supremacy, increases significantly. Permissiveness also interacts with duration of courtship status forming a significant inverse relationship with the irrationality subscale. The same combination of independent variables is positively and significantly related to beliefs in love's supremacy. Sexual attitudes also combine with current courtship status forming a significant positive association with traditional beliefs about romantic love. Finally, for those currently having a sexual relationship, as permissiveness increases, acceptance of traditional beliefs about love decrease significantly.

In summary, traditional beliefs are inversely influenced by permissiveness both for males and for all those currently involved sexually. Traditional beliefs are positively influenced by the interaction of permissiveness and current courtship status. Beliefs in love's irrationality are inversely influenced by an interactive term composed of permissiveness and duration of courtship status. Beliefs in love's supremacy are inversely influenced by permissiveness for males and positively influenced by permissiveness interacting with duration of courtship status for both genders.

Proposition 6a: Current sexual involvement inversely influences the components of romanticism.

As noted above, having sex operates as a contingency variable upon the relationship between permissiveness and traditional beliefs about love. Having sex is unrelated to irrationality beliefs but is inversely and significantly related to beliefs in love's supremacy. Those English university students who are currently involved sexually are significantly less likely to believe that love can overcome all obstacles to a successful relationship than are students not sexually involved. In summary then, beliefs in love's supremacy are inversely influenced by having sex; traditional beliefs about love are inversely influenced by permissiveness for those having sex; and irrationality beliefs are uninfluenced by having sex.

Two other findings emerge from regression analyses that are important to note. Males are significantly less likely to believe that love is irrational than are females and courtship status positively relates to both the irrationality and supremacy subscales.

English Technical School Students

Table 5.3 summarizes the findings for the situational model on the romanticism subscales for this student subsample. As with students from university we also find that for technical school students none of the variables within the situational model have the same relationship to all of the subscales. It is of interest to note that the model fails to achieve statistical significance for the traditional subscale. While achieving significance for the remaining two subscales, the proportion of variance in these subscale scores explained by the model differs only slightly.

Proposition 3a: Current love status influences the components of romanticism.

The status of currently being in love in inversely but not significantly related to both the traditional and supremacy subscales. Being in love acts as a contingency variable upon the positive and significant relationship between duration of courtship status and beliefs in love's irrationality. For those who are in love, the longer one has occupied a given courtship status, the more irrational love appears to be. The status of currently not being in love is unrelated to the dependent variable in all three romanticism subscales.

The traditional and supremacy subscales are both uninfluenced by current love status. Beliefs in love's irrationality are uninfluenced by not being in love but positively and significantly influenced by duration of courtship status for those in love. Only the status of being in love influences one of the subscales and then only in an

Table 5.3: Multiple Regression Summary, Romanticism Subscales, Situational Model, English Technical School Students

	Traditional		Irrationality		Supremacy	
	R^2=.0103	F=.964	R^2=.0501	F=5.733**	R^2=.0645	F=6.407**
Variable	B	Beta	B	Beta	B	Beta
Currently in Love	-.3605	-.0861	-	-	-.2813	-.0542
Currently Not in Love	-.2108	-.0480	.1226	.0269	.2562	.0470
Currently in Love X Duration of Courtship Status	-	-	.1039	.1591**	-	-
Permissiveness	.1326	.0654**	-	-	-	-
Permissiveness X Duration of Courtship Status	-	-	-.0205	-.0957**	-	-
Permissiveness X Male	-	-	-	-	-.2782	-.1913**
Having Sex	.1010	.0232	-	-	.2224	.0413
Having Sex X Current Courtship Status	-	-	.1126	.1186**	-	-
Duration of Courtship Status	.0479	.0614**	-	-	.0747	.0073**

**Significant beyond the .01 level

indirect manner.

Proposition 4a: Premarital sexual permissiveness inversely influences the components of romanticism.

While permissiveness is significantly related to all of the subscales, the nature of the relationships vary with each set of beliefs. As permissiveness increases, acceptance of traditional beliefs about love increase significantly. Sexual attitudes interact with duration of courtship status forming an inverse, significant, relationship to beliefs in love's irrationality. Finally, as permissiveness increases for males, beliefs in love's supremacy decrease significantly. Therefore, traditional beliefs are directly and positively influenced by permissiveness interacting with duration of courtship status, and beliefs about love's supremacy are inversely influenced by permissiveness for males.

Proposition 6a: Current sexual involvement inversely influences the components of romanticism.

Sexual involvement is unrelated to both beliefs in love's supremacy and traditional beliefs about romantic love. However, having sex acts as a contingency variable upon the positive, significant, relationship between current courtship status and beliefs about love's irrationality. For those who are sexually involved, the higher the courtship status, the more irrational love is believed to be.

One final finding emerges from the regression analyses for this student subsample. Duration of courtship status is found to be positively and significantly associated with traditional beliefs about love and with beliefs in love's supremacy. This same independent variable also interacts with permissiveness forming an inverse, significant, relationship to the irrationality subscale.

THE LIFETIME MODEL

English University Students

Table 5.4 summarizes the findings from the regression analyses when the lifetime model is applied to each of the subscales for this student

Table 5.4: Multiple Regression Summary, Romanticism Subscales, Lifetime Model, English University Students

	Traditional		Irrationality		Supremacy	
	R^2=.0266	F=3.979**	R^2=.0393	F=4.968**	R^2=.0871	F=13.902**
Variable	B	Beta	B	Beta	B	Beta
Permissiveness	.1547	.0603*	-	-	-	-
Permissiveness X Lifetime Sexual Experience	-	-	.0484	.2178**	-	-
Permissiveness X Male	-	-	-	-	-.3752	-.2590**
Lifetime Love Experience X Lifetime Courtship Experience	.0257	.0983*	-	-	-	-
Lifetime Love Experience X Lifetime Sexual Experience	-	-	.0434	.1889**	-	-
Lifetime Love Experience	-	-	-	-	.1548	.0696**
Lifetime Sexual Experience	.0350	.0377	-	-	.0162	.0171
Lifetime Courtship Experience	-	-	.1234	.1377**	.0323	.0311
Male	-.1125	-.0239	-.2721	-.0655**	-	-

*Significant beyond the .05 level

**Significant beyond the .01 level

group. As in the case with the situational model, no variable within the lifetime model has the same type, direction, and strength of relationship to the dependent variable across all subscales. The proportion of variance in subscale scores explained by the model varies with a substantially higher R^2 associated with the supremacy subscale.

Proposition 4a: Premarital sexual permissiveness inversely influences the components of romanticism.

From examination of the table we see that the sexual attitudes variables relate to each subscale in different ways. Permissiveness is directly, positively, and significantly related to acceptance of traditional beliefs about love. Sexual attitudes, interacting with lifetime sexual experience, form a positive, significant, relationship to beliefs in love's irrationality. Finally, permissiveness is inversely and significantly related to beliefs in love's supremacy for males. The permissiveness variable, directly or through interaction, is associated with increased beliefs for two subscales and, for males, with decreased beliefs on the other.

Proposition 10a: Lifetime love experience inversely influences the components of romanticism.

The interaction of lifetime love with lifetime courtship experiences is positively and significantly related to acceptance of traditional beliefs about love. The interaction of lifetime love with lifetime sexual experiences is positively and significantly associated with beliefs in love's irrationality. Finally, lifetime love experience is directly, positively, and significantly related to beliefs in love's supremacy. Either directly or in combination with other variables lifetime love experience is associated with increased beliefs on all of the romanticism subscales for this student subsample, a set of findings inverse to those hypothesized.

Proposition 12a: Lifetime sexual experience inversely influences the components of romanticism.

The sexual experience variable is unrelated to both the traditional and the supremacy subscales. However, lifetime sexual experience does interact with lifetime love experience forming a positive, significant, relationship to the irrationality subscale. The greater the number of lifetime love involvements in combination with the greater the number of lifetime sexual involvements, the more irrational love is conceived to be.

Two additional findings emerge from the regression analyses both pertaining to the irrationality subscale. Lifetime courtship experience is directly, positively, and significantly related to beliefs in love's irrationality and males hold significantly weaker beliefs about love's irrationality than do university females.

English Technical School Students

Table 5.5 summarizes the findings pertaining to the lifetime model for this student group. The model achieves statistical significance in relation to all three subscales although the proportion of variance explained in subscale scores is higher for the irrationality and supremacy scales than for the traditional subscale.

Proposition 4a: Premarital sexual permissiveness inversely influences the components of romanticism.

Attitudes towards premarital sex are directly, positively, and significantly related to beliefs of a traditional nature regarding love. The greater the permissiveness level, the greater the acceptance of those traditional beliefs. For males, the greater the permissiveness, the significantly lower the beliefs regarding both love's irrationality and supremacy. All three subscales are influenced by

Table 5.5: Multiple Regression Summary, Romanticism Subscales, Lifetime Model, English Technical School Students

	Traditional		Irrationality		Supremacy	
	R^2=.0265	F=3.297**	R^2=.0419	F=5.297**	R^2=.0478	F=6.085**
Variable	B	Beta	B	Beta	B	Beta
Permissiveness	.1976	.0860**	-	-	-	-
Permissiveness X Male	-	-	-.1534	-.1146**	-.3249	-.2142**
Male	-.0882	-.0205	-	-	-	-
Lifetime Love Experience	.0204	.0105	.0648	.0314	-.0722	-.0309
Lifetime Sexual Experience	.0676	.0847*	.0262	.0311	.0302	.0316
Lifetime Courtship Experience	.0359	.0393	.0730	.0754*	-.0164	-.0150

*Significant beyond the .05 level

**Significant beyond the .01 level

sexual attitudes but only directly in the case of the traditional subscale. For the other subscales, the effects of permissiveness are subject to the gender contingency variable.

Proposition 10a: Lifetime love experience inversely influences the components of romanticism.

This independent variable, measuring the total number of lifetime love involvements, is not significantly related to any of the romanticism subscales.

Proposition 12a: Lifetime sexual experience inversely influences the components of romanticism.

The number of sexual partners related to over one's lifetime is not significantly associated with beliefs held regarding either love's irrationality or supremacy. The independent variable is directly, positively, and significantly related to acceptance of traditional beliefs. The more sexual partners experienced over the lifetime, the stronger the traditional beliefs about romantic love.

One additional finding emerges from the regression analyses. Lifetime courtship experience is directly, positively, and significantly related to beliefs in love's irrationality but unrelated to the other sets of beliefs.

THE PAC MODEL

English University Students

Table 5.6 summarizes the findings from regression analyses for this model with university students. The model achieves statistical significance for each of the subscales with the highest proportion of variance explained occurring for the irrationality subscale. We observe from the table that only one variable, current courtship status, has the same type, direction, and strength (i.e., is statistically significant) of relationship to the dependent variables.

Proposition 3a: Current love status influences the components of romanticism.

The status of being currently in love is not significantly associated with beliefs in love's supremacy. This status does, however, act as a contingency variable upon the relationships between two different independent variables and the remaining subscales. For

Table 5.6: Multiple Regression Summary: Romanticism Subscales, PAC Model, English University Students

	Traditional		Irrationality		Supremacy	
	R^2=.0400	F=2.178**	R^2=.0940	F=5.877**	R^2=.0823	F=5.552**
Variable	B	Beta	B	Beta	B	Beta
Currently in love	-	-	-	-	- .2258	-.0463
Currently in love X Past Sexual Experience	.2145	.1776**	-	-	-	-
Currently in love X Permissiveness	-	-	.3130	.2283**	-	-
Currently not in love	-	-	.7340	.1690**	-	-
Currently not in love X Past Love Experience	.2186	.1073**	-	-	-	-
Currently not in love X Having Sex	-	-	-	-	1.1328	.0681**
Permissiveness	.1176	.0477	-	-	-	-
Permissiveness X Past Sexual Experience	-	-	.0303	.1167**	-	-
Permissiveness X Past Love Experience X Male	-	-	-	-	- .1171	-.2052**
Permissiveness X Past Courtship Experience	-	-	-	-	.0463	.1465**
Having Sex	-	-	-.3750	-.0861*	-	-
Having Sex X Past Sexual Experience	-.2031	-.1765**	-	-	-	-
Having Sex X Past Courtship Experience	-	-	-	-	- .1501	-.1545**

Table 5.6 (continued)

Variable	B	Beta	B	Beta	B	Beta
Past Love Experience X Past Courtship Experience	-	-	-.0489	-.1606**	-	-
Past Sexual Experience	-	-	-	-	- .0021	-.0019
Current Courtship Experience	.1496	.1214**	.2107	.1851**	.1107	.0856*
Past Courtship Experience X Male	.1118	.1177*	-	-	-	-
Past Courtship Experience X Duration of Courtship	-	-	-.0274	-.1874**	-	-
Duration of Courtship Status	.0330	.0371	-	-	.0683	.0732**
Male	-	-	-.3201	-.0752**	-	-

*Significant beyond the .05 level

**Significant beyond the .01 level

those who are currently in love, past sexual experience is positively and significantly related to acceptance of traditional beliefs about romantic love. Also, sexual permissiveness is positively and significantly related to beliefs in love's irrationality for those who are in love.

Currently not being in love is positively and significantly related to beliefs in love's irrationality. In addition, for those who are not in love, past love experience is significantly and positively related to acceptance of traditional beliefs in love and, for those who are not in love and who are currently having sex, beliefs in love's supremacy are significantly higher.

We learn that acceptance of traditional beliefs about romantic love are increased for those who are currently in love as their past sexual experiences increase and for those who are not currently in love as their past love experiences increase. Beliefs in love's irrationality increase significantly for those who are currently in love as their sexual permissiveness increases and for those who are currently not in love. Finally, beliefs in love's supremacy increase significantly for those who are currently not in love and are having a sexual relationship.

Proposition 4a: Premarital sexual permissiveness inversely influences the components of romanticism.

The sexual permissiveness variable relates differently to each of the three subscales but all significant relationships involve an interactive term. As noted earlier, for those who are currently in love, permissiveness is significantly and positively related to beliefs in love's irrationality. In addition, current sexual permissiveness interacts with past sexual experience forming a significant, positive, relationship to the irrationality subscale.

Acceptance of traditional beliefs about love is unaffected by the permissiveness variable. However, for males, sexual attitudes interact with past love experience forming an inverse relationship to beliefs in love's supremacy. Permissiveness also interacts with past courtship experience forming a positive relationship to the supremacy subscale.

In summary, we see that only two of the subscales are influenced by the permissiveness variable. Beliefs in love's irrationality are positively influenced by permissiveness for those currently in love and by permissiveness interacting with past sexual experience. Beliefs in love's supremacy are inversely influenced by permissiveness interacting with past love experience for males and positively influenced by permissiveness interacting with past courtship experience for all sample members.

Proposition 6a: Current sexual involvement inversely influences the components of romanticism.

Having sex is inversely and significantly related to beliefs in love's irrationality. Those who are sexually involved are significantly less likely to believe that love is irrational than are those university students who are not sexually involved at the moment. For those who are currently having sex, past sexual experience is inversely associated with acceptance of traditional beliefs about love. As noted earlier, those students currently having sex who are not in love are significantly more likely to endorse beliefs in love's supremacy. In addition, for those having sex, past courtship experience is inversely and significantly related to the supremacy subscale.

Therefore, acceptance of traditional beliefs about romantic love are inversely influenced by past sexual experience for those currently having a sexual relationship. Beliefs in love's irrationality are inversely influenced by currently having sex, and beliefs in love's supremacy are inversely influenced by past courtship experience for those currently having sex. The supremacy subscale is also positively influenced by the combination of having sex and not being in love.

Proposition 18a: Past love experience inversely influences the components of romanticism.

The past love experience variable does not directly relate to any of the romanticism subscales but instead combines with a number of other independent variables. As noted earlier, for those who are not in love, past love experience is positively associated with acceptance of traditional beliefs about romantic love, and sexual permissiveness interacts with past love experience for males forming an inverse relationship to beliefs in love's supremacy. Finally, past love experience interacts with past courtship experience forming an inverse, significant, relationship to beliefs in love's irrationality. The variable measuring the number of past love involvements in interaction with other variables is inversely related to the irrationality and supremacy subscales. Contingent upon not being in love, this independent variable is positively associated with acceptance of traditional beliefs about love.

Proposition 20a: Past sexual experience inversely influences the components of romanticism.

Number of past sexual involvements is unrelated to beliefs in love's supremacy. As noted earlier, past sexual experience interacts with sexual permissiveness forming a positive relationship to beliefs in love's irrationality. Finally, the independent variable is involved in two relationships of different directions, reflecting different contingencies, towards acceptance of traditional beliefs about romantic love. These beliefs are positively influenced by past sexual experience for those who are currently in love and inversely influenced by such experience for those currently having sex.

The regression analyses performed on the PAC model for university students also yielded a number of unanticipated findings in relation to the romanticism subscales. Current courtship experience is directly, positively, and significantly related to all three subscales. The higher the courtship status the greater the acceptance of traditional beliefs about love, and the greater the beliefs in love's irrationality and supremacy.

The variable measuring past courtship experience is involved in a number of significant relationships to the subscales. As noted earlier, this variable interacting with sexual permissiveness is positively related to the supremacy subscale and, for those currently having sex, is inversely related to beliefs in love's supremacy. Also, past courtship experience interacts with past love experience forming an inverse relationship with the irrationality subscale. Past courtship experience also interacts with duration of current courtship status forming an inverse relationship to beliefs in love's irrationality. Finally, for males, past courtship experience is positively associated with acceptance of traditional beliefs about love.

Duration of courtship status is directly, positively, and significantly related to beliefs in love's supremacy. We also find that males are significantly less likely than females to endorse beliefs that love is irrational. Any gender differences found in relation to the other two subscales are expressed indirectly via relationships between specific love, sex, and courtship experiences and the dependent variables.

English Technical School Students

From Table 5.7, which summarizes the findings from the regression analyses for this student subsample, we learn that the PAC model

Table 5.7: Multiple Regression Summary: Romanticism Subscales, PAC Model, English Technical School Students

	Traditional		Irrationality		Supremacy	
	$R^2=.0627$	F=2.983**	$R^2=.0678$	F=3.908**	$R^2=.0902$	F=4.070**
Variable	B	Beta	B	Beta	B	Beta
Currently in love	-	-	.4347	.0999	-	-
Currently in love X Duration of Courtship	-.1195	-.1940**	-	-	-	-
Currently in love X Past Sexual Experience	-	-	-	-	.2359	.1888**
Currently not in love	-	-	.0692	.0152	-	-
Currently not in love X Past Love Experience	-.1794	-.0979**	-	-	.5708	.2525**
Currently not in Love X Permissiveness	-	-	-	-	-.4080	-.2341**
Permissiveness X Past Sexual Experience	.0586	.2539**	-	-	.0711	.2494**
Permissiveness	-	-	.1611	.0700*	-	-
Permissiveness X Past Love Experience X Male	-	-	-	-	-.1105	-.2008*
Having Sex	-	-	.5569	.1265**	.1324	.0255
Having Sex X Current Courtship Status	.1416	.1620**	-	-	-	-
Having Sex X Past Sexual Experience	-.1396	-.1392**	-	-	-	-
Past Love Experience	-	-	.0222	.0116	-	-

Table 5.7 (continued)

Variable	B	Beta	B	Beta	B	Beta
Past Sexual Experience X Male	-.1468	-.1643**	-	-	-	-
Past Sexual Experience	-	-	.0037	.0041	-	-
Past Sexual Experience X Current Courtship Status	-	-	-	-	-.0788	-.3085**
Past Sexual Experience X Duration of Courtship	-	-	-	-	-.0322	-.1912**
Past Courtship Status X Male	.1204	.1319*	-	-	-	-
Male	-	-	-.3985	-.0913**	-	-
Duration of Courtship	-	-	.0181	.0222	-	-
Current Courtship Status	-	-	.0175	.0156	-	-
Past Courtship Status	-	-	.0151	.0154	.0711	.2494**

*Significant beyond the .05 level

**Significant beyond the .01 level

achieves statistical significance for all three romanticism subscales while explaining the highest proportion of variance for the supremacy subscale. We can also observe that no independent variable, either alone or in combination with other variables, has the same type, direction, and strength of relationship to the dependent variables in the subscales.

Proposition 3a: Current love status influences the components of romanticism.

The status of currently being in love is directly but not significantly related to the irrationality subscale. This same status acts as a contingency variable upon the inverse significant relationship between duration of courtship status and acceptance of traditional beliefs about love, and upon the positive significant relationship between past sexual experience and beliefs in love's supremacy.

Currently not being in love is also directly but not significantly related to the irrationality subscale. Not being in love acts as a contingency variable upon the inverse significant relationship between past love experience and the traditional subscale and upon the positive significant relationship between the same independent variable and beliefs in love's supremacy. In addition, not being in love is a contingency variable upon the inverse significant relationship between permissiveness and the supremacy subscale. In summary, acceptance of traditional beliefs about love is inversely influenced by duration of courtship status for those who are in love and by past love experience for those who are not in love. Beliefs in love's irrationality are not significantly influenced by either of the love statuses. Beliefs in love's supremacy are inversely influenced by sexual permissiveness for those who are not in love and positively influenced by both past love experience for those who are not in love and by past sexual experience for those who are currently in love.

Proposition 4a: Premarital sexual permissiveness inversely influences the components of romanticism.

The variable measuring sexual attitudes interacts with past sexual experience forming a positive significant relationship to the traditional subscale. The greater the permissiveness in combination with the greater the number of past sexual partners, the more traditional are technical school students' beliefs about romantic love. Permissiveness is directly, positively, and significantly related to beliefs in love's irrationality. Finally, in addition to the relationship noted earlier regarding the inverse relationship between permissiveness and beliefs in love's supremacy for those currently not in love, permissiveness also interacts with past sexual experience forming a positive significant relationship to the supremacy subscale and with past love experience for males forming an inverse relationship to beliefs in love's supremacy.

In summary, the traditional subscale is positively influenced by the interaction of sexual attitudes with past sexual experience. The irrationality subscale is positively influenced by permissiveness directly and the supremacy subscale is inversely influenced by permissiveness for those not in love, and by permissiveness interacting with past love experience for males. The supremacy subscale is positively influenced by permissiveness interacting with past sexual experience.

Proposition 6a: Current sexual involvement inversely influences the components of romanticism.

Having sex is positively and significantly related to beliefs in love's irrationality and unrelated to beliefs in love's supremacy. The sexual involvement variable acts as a contingency upon the positive significant relationship between current courtship status and the traditional subscale and as a contingency upon the inverse relationship between past sexual experience and the traditional subscale. Having a sexual relationship is positively associated with all of the romanticism subscales except when it operates as a contingency upon the inverse relationship between past sexual experience and the traditional subscale.

Proposition 18a: Past love experience inversely influences the components of romanticism.

The variable measuring the number of love partners in a respondent's past is not significantly related to the irrationality subscale. As noted earlier, past love experience forms an inverse relationship to acceptance of traditional beliefs about love for those who are currently not in love, and interacts with permissiveness for males forming an inverse relationship to the supremacy subscale.

Proposition 20a: Past sexual experience inversely influences the components of romanticism.

The variable measuring the number of past sexual partners is unrelated to the irrationality subscale but is involved in a number of relationships to the other two subscales. As noted earlier, past sexual experience is positively related to beliefs in love's supremacy for those who are currently in love. This past sexual experience interacts with current sexual attitudes forming positive significant relationships to both the traditional and supremacy subscales. Number of past sexual partners is inversely related to acceptance of traditional beliefs about love for both those currently having sex and for males. Past sexual experience also interacts with current courtship status and with duration of courtship status forming positive significant relationships to beliefs in love's supremacy.

In summary, affirmation of traditional beliefs about love is positively influenced by past sexual experience interacting with permissiveness and inversely influenced by past sexual experience for those currently having sex and for males. Beliefs in love's irrationality are uninfluenced by the sexual experience variable. Beliefs in love's supremacy are positively influenced by number of past sexual experiences for those who are currently in love and by this independent variable interacting with sexual permissiveness. The supremacy subscale is also inversely influenced by past sexual experience interacting with both courtship status and with duration of that status.

We note in the table a number of unanticipated findings. For males, past courtship status is positively and significantly associated with acceptance of traditional beliefs about love. Past courtship status is directly, positively, and significantly related to beliefs in love's supremacy and unrelated to the irrationality subscale. Finally, males are significantly less likely to affirm beliefs in love's irrationality than are females among technical school students.

COMPARISON OF ENGLISH UNIVERSITY AND TECHNICAL SCHOOL STUDENTS

The Situational Model

We can now compare the two English student subsamples in terms of the findings pertaining to each of the romanticism subscales for each model. Table 5.8 presents a comparison for the situational model which achieves statistical significance for all of the subscales except the traditional subscale for technical school students only.

Focusing upon the latter subscale we observe that none of the variables from the situational model have the same relationship to the

Table 5.8: Proposition Summary Table: Romanticism Subscales, Situational Model, English University and Technical School Students

Propositions	University	Technical
TRADITIONAL Subscale		
3. (in love)	-no relationship	-direct, inverse
(not in love)	-contingent, duration, positive	-no relationship
4. (permissiveness -inverse)	-for males, inverse -interaction, courtship, positive -for having sex, inverse	-direct but positive
6. (having sex -inverse)	-contingent, permissiveness, inverse	-no relationship
Unanticipated*		-duration, direct, positive
IRRATIONALITY Subscale		
3. (in love)	-contingent, duration positive	-contingent, duration, positive
(not in love)	-direct, positive	-no relationship
4. (permissiveness -inverse)	-interaction, duration inverse	-interaction, duration inverse
6. (having sex – -inverse)	-no relationship	-contingent, courtship, positive
Unanticipated*	-courtship, direct, positive -male, direct, inverse	
SUPREMACY Subscale		
3. (in love)	-no relationship	-no relationship
(not in love)	-no relationship	-no relationship
4. (permissiveness -inverse)	-for males, inverse -interaction, duration, positive	-for males, inverse
6. (having sex -inverse)	-direct, inverse	-no relationship
Unanticipated*	-courtship, direct, positive	-duration, direct, positive

* -refers to additional relationships with dependent variable not specified in model.

dependent variable for both university and technical school students. For the irrationality subscale the independent variables of duration of courtship status for those in love and the interactive term combining duration of status with sexual permissiveness have the same type, direction, and strength of relationships to the dependent variable. Currently not in love, sexual involvement, courtship status, and gender all form different relationships with the irrationality subscale for university as compared with technical school students.

With regard to the supremacy subscale, the variables of current love status and sexual permissiveness for males relate to the dependent variable in the same manner for both student groups. Sexual attitudes form an additional interactive relationship to the supremacy subscale among university students only and the variables of current sexual involvement, courtship status, and duration of courtship status all relate differently to the dependent variable for each student group. The student subsamples are clearly more different than alike in terms not only of which variables influence their conceptions of the different aspects of romanticism but also in terms of the nature of the influence of those variables.

The Lifetime Model

Table 5.9 summarizes the findings for the lifetime model for English university and technical school students on each of the romanticism subscales. The model achieves statistical significance for all of the subscales for both student groups.

In reference to the traditional subscale we find that only the sexual permissiveness variable has the same type of relationship to the dependent variable for both groups. The influences of the lifetime

Table 5.9: Proposition Summary Table: Romanticism Subscales, Lifetime Model, English University and Technical School Students

Propositions	University	Technical School
TRADITIONAL Subscale		
4. (permissiveness -inverse)	-direct, but positive	-direct, but positive
10. (lifetime love -inverse)	-interaction, lifetime courtship, positive	-no relationship
12. (lifetime sex -inverse)	-no relationship	-direct, but positive
IRRATIONALITY Subscale		
4. (permissiveness -inverse)	-interaction, lifetime sex, positive	-for males, inverse
10. (lifetime love -inverse)	-interaction, lifetime sex, inverse	-no relationship
12. (lifetime sex -inverse)	-interaction, permissiveness, positive -interaction, lifetime love, inverse	-no relationship
Unanticipated*	-lifetime courtship, direct, positive -male, direct, inverse	-lifetime courtship, direct, positive
SUPREMACY Subscale		
4. (permissiveness -inverse)	-for males, inverse	-for males, inverse
10. (lifetime love -inverse)	-direct, but positive	-no relationship
12. (lifetime sex -inverse)	-no relationship	-no relationship

* -refers to additional relationships with dependent variable not specified in model.

love and sexual experience variables are different for university in comparison to technical school students.

With respect to the irrationality subscale, only the unanticipated finding that lifetime courtship status is directly, positively, and significantly related to the dependent variable holds for both student groups. All of the other findings pertaining to the variables in this model are different.

In terms of the supremacy subscale, the variables of sexual permissiveness for males and lifetime sexual experience have the same relationship to the dependent variable in both student subsamples. Lifetime love experience is significantly related to beliefs in love's supremacy for university students only. In general, while we find more similarities between the two student groups on the lifetime, as compared to the situational, model the groups are still more dissimilar than otherwise.

The PAC Model

Table 5.10 summarizes the findings for the PAC model with respect to the romanticism subscales for both university and technical school students. This model also achieves statistical significance for all subscales for both student groups. On the traditional subscale only the inverse relationship involving past sexual experience for those currently having sex, and the positive relationship of past courtship experience for males, are found in both student groups. All of the remaining findings with regard to the variables in the PAC model are different for these subsamples.

The only similarity in the relationships with the irrationality subscale is the finding that both university and technical school males

Table 5.10: Proposition Summary Table: Romanticism Subscales, PAC Model, English University and Technical School Students

Propositions	University	Technical School
TRADITIONAL Subscale		
3. (in love)	-contingent, past sex, positive	-contingent, duration, inverse
(not in love)	-contingent, past love, positive	-contingent, past love, inverse
4. (permissiveness -inverse)	-no relationship	-interaction, past sex, positive
6. (having sex -inverse)	-contingent, past sex, inverse	-contingent, past sex, inverse -contingent, current courtship, positive
18. (past love-inverse)	-for not in love, positive	-for not in love, inverse
20. (past sex-inverse)	-for having sex, inverse -for in love, positive	-for having sex, inverse -for males, inverse -interaction, permissiveness, positive
Unanticipated*	-past courtship for males, positive -current courtship, direct, positive	-past courtship for males, positive
IRRATIONALITY Subscale		
3. (in love)	-contingent, permissiveness, positive	-direct, positive
(not in love)	-direct, positive	-no relationship
4. (permissiveness -inverse)	-for in love, positive -interaction, past sex, positive	-direct, but positive
6. (having sex-inverse)	-direct, inverse	-direct, but positive
18. (past love -inverse)	-interaction, past courtship, inverse	-no relationship
20. (past sex -inverse)	-interaction, permissiveness, positive	-no relationship
Unanticipated*	-males, direct, inverse -interaction, duration-past courtship, inverse -current courtship, direct, positive	-males, direct, inverse

Table 5.10 (continued)

Propositions	University	Technical School
SUPREMACY Subscale		
3. (in love)	-no relationship	-contingent, past sex, positive
(not in love)	-with having sex, positive	-contingent, permissiveness, inverse -contingent, past love, positive
4. (permissiveness -inverse)	-interaction, past love for males, inverse -interaction, past courtship, positive	-interaction, past love for males, inverse -interaction, past sex, positive -for not in love, inverse
6. (having sex -inverse)	-with not in love, positive -contingent, past courtship, inverse	-no relationship
18. (past love -inverse)	-interaction, permissiveness for males, inverse	-interaction, permissiveness for males, inverse -for not in love, positive
20. (past sex -inverse)	-no relationship	-for in love, positive -interaction, current courtship, inverse -interaction, permissiveness, positive -interaction, duration, inverse
Unanticipated*	-duration, direct, positive -current courtship, direct, positive	-past courtship, direct, positive

* -refers to additional relationships with dependent variable not specified in model.

are significantly less likely to believe that love is irrational than are females. None of the other independent variables share the same type, strength, and direction of relationship to the dependent variable for both student groups. It is interesting to note that while a number of variables form interactive relationships for university students, all of the variables in the PAC model which are significantly associated with the dependent variable for technical school students form direct relationships only. Finally, sexual permissiveness interacts with past love experience for university and technical school males forming an inverse relationship to beliefs in love's supremacy. All of the other findings with regard to the supremacy subscale are different.

In general, we can see that differences and similarities between the two English student groups regarding aspects of romantic love depend in part upon which variables within the different models are being compared and controlled for at the time. The groups are most similar when variables from the lifetime model are compared and dissimilar in terms of the variables contained within the situational and PAC models. Further comments on the implications of these findings will be presented in the final chapter. In the next chapter we turn to an examination of the romanticism models themselves.

CHAPTER VI

THE ROMANTICISM MODELS

In the last chapter we noted that the effects of each independent variable frequently vary depending upon which other variables are being controlled for at the time. Each model contains variables pertaining to love, sexual, and courtship experiences measured in different ways according to current, lifetime, and past time frames. In the present chapter we will examine which combinations of variables best relate to different dependent variables. First, we will examine each of the romanticism subscales by model to determine which model provides us with the greatest advances towards understanding aspects of romanticism. Following this, we shall examine global romanticism in the same way. Finally, we will conclude with an examination of each of the models themselves noting which propositions pertaining to relationships with the romanticism variable and to relationships between independent variables have been confirmed and which propositions have not. In light of the findings from our analyses we can then determine in what ways the original models developed in Chapter II need to be modified.

TRADITIONAL SUBSCALE

University Students

To guide our discussion in the first part of this chapter tables have been constructed summarizing the findings for each of the romanticism subscales by model for English students. Table 6.1 summarizes the

Table 6.1: Proposition Summary Table: Traditional Subscale, University and Technical Students

Propositions	University	Technical School
SITUATIONAL Model		
3. (in love)	-no relationship	-direct, inverse
(not in love)	-contingent, duration, positive	-no relationship
4. (permissiveness -inverse)	-for males, inverse -interacts, courtship, positive -for having sex, inverse	-direct, but positive
6. (having sex -inverse)	-contingent, permissiveness, inverse	-no relationship
Unanticipated*		-duration, direct, positive
LIFETIME Model		
4. (permissiveness -inverse)	-direct, but positive	-direct, but positive
10. (love-inverse)	-interacts, lifetime courtship, positive	-no relationship
12. (sex-inverse)	-no relationship	-direct, but positive
PAC Model		
3. (in love)	-contingent, past sex, positive	-contingent, duration, inverse
(not in love)	-contingent, past love, positive	-contingent, past love, inverse
4. (permissiveness -inverse)	-no relationship	-interacts, past sex, positive
6. (having sex -inverse)	-contingent, past sex, inverse	-contingent, past sex, inverse -contingent, current courtship, positive
18. (past love-inverse)	-for not in love, positive	-for not in love, inverse
20. (past sex-inverse)	-for having sex, inverse -for in love, positive	-for having sex, inverse -for males, inverse -interacts, permissiveness, positive
Unanticipated*	-past courtship for males, positive -current courtship, positive	-past courtship for males, positive

findings for the traditional subscale. As noted in the previous chapter, the situational model explains 2.96 percent, the lifetime model 2.66 percent, and the PAC model 4.00 percent of the variation in scores on the traditional subscale. We find that the lifetime model explains slightly less of the variance in traditional subscale scores for university students than does the situational model. The PAC model, which incorporates variables taken wholely from the situational model plus some modified variables from the lifetime model, explains the greatest amount of variance. Clearly we gain more important information regarding affirmation of traditional beliefs about romantic love the more variables we include within a model.

The relationships found within the PAC model between the love experience variables and the traditional subscale are different from those found in the other two models. Inclusion of past love, sex, and courtship variables into a model alters the nature of the relationships between all of the situational variables and the dependent variable. Sexual permissiveness is no longer significantly related to affirmation of traditional beliefs about love. All of the past experience variables are significantly associated with the dependent variable but only through interactions with current experience variables. In fact, the variable measuring current courtship status is the only independent variable to be directly related to the traditional subscale. The extent to which university students endorse traditional beliefs about love is not influenced clearly by current or past experiences alone but rather through the complex interactions of these experiences with one another.

Technical school students

As noted in Chapter V, the situational model explains 1.03 percent, the lifetime model 2.65 percent, and the PAC model 6.27 percent of the variation in traditional subscale scores for this student group. In contrast to university students, the lifetime model for technical school students more than doubles the proportion of variance explained over the situational model. However, it must be remembered that the situational model failed to achieve statistical significance for this subscale among students from the technical schools. Once again we find that the PAC model is the most powerful predictor of traditional subscale score variation.

The findings for this student group are similar to those obtained for their university counterparts in that relationships within the PAC model between independent and dependent variables are different from those found in the other models. Once again we find that inclusion of past experience variables alters the nature of the relationships between all of the situational variables and the dependent variable. Similar to the findings for university students we observe that past experiences for technical school students are significantly associated with the traditional subscale only through interactions with current experience variables. Many of these interactive combinations are identical for both student groups.

University and technical school students are dissimilar however with respect to the findings for this subscale in two ways. First, none of the variables in the PAC model are directly related to the dependent variable for students from technical schools. It will be recalled that current courtship status is directly related to the traditional subscale for university students. Second, and more importantly, while all situational variables significantly influencing university students' scores on the traditional subscale interact with past experience variables, such is not the case for technical school students where the status of being in love, and current sexual involvement, both interact with other current experience variables. Still, the majority of significant influences affecting the extent to which students from technical school affirm traditional beliefs about love involve current and past love, sex, and courtship experiences interacting with one another. It must be noted that many of the precise combinations of experiences differ between the two student groups.

IRRATIONALITY SUBSCALE

University students

In Chapter V we noted that the situational model explains 5.58 percent, the lifetime model 3.93 percent, and the PAC model 9.40 percent of the variance in irrationality subscale scores for university students. As with the traditional subscale, the lifetime model for these students explains less of the variance in irrationality subscale scores than does the situational model while the PAC model explains the greatest amount.

Similar to the findings for the traditional subscale we observe from Table 6.2 that incorporation of past experience variables into a romanticism model alters many, but in this instance not all, of the influential relationships between situational independent variables and the irrationality subscale dependent variable. Past experiences in sexual behavior and in courtship itself influence beliefs in love's irrationality at least in part through interactions with current

Table 6.2: Proposition Summary Table: Irrationality Subscale, University and Technical Students

Propositions	University	Technical School
SITUATIONAL Model		
3. (in love)	-contingent, duration, positive	-contingent, duration positive
(not in love)	-direct, positive	-no relationship
4. (permissiveness -inverse)	-interacts, duration, inverse	-interacts, duration, inverse
6. (having sex -inverse)	-no relationship	-contingent, courtship, positive
Unanticipated*	-courtship, direct, positive -male, direct, inverse	
LIFETIME Model		
4. (permissiveness -inverse)	-interacts, lifetime sex, positive	-for males, inverse
10. (love-inverse)	-interacts, lifetime sex, inverse	-no relationship
12. (sex-inverse)	-interacts, permissiveness, positive -interacts, lifetime love, inverse	-no relationship
Unanticipated*	-lifetime courtship, direct, positive -males, direct, inverse	-lifetime courtship, direct, positive
PAC Model		
3. (in love)	-contingent, permissiveness, positive	-direct, positive
(not in love)	-direct, positive	-no relationship
4. (permissiveness -inverse)	-for in love, positive -interacts, past sex, positive	-direct, but positive
6. (having sex -inverse)	-direct, inverse	-direct, but positive
18. (past-love inverse)	-interacts, past courtship, inverse	-no relationship
20. (past sex -inverse)	-interacts, permissiveness, positive	-no relationship
Unanticipated*	-males, direct, inverse -interaction, duration-past courtship, inverse -current courtship, direct, positive	-males, direct, inverse

experience variables. However, past love experience interacts only with past courtship experience. The number of past love involvements influence irrationality subscale scores separately from current experiences. Similarly, current love status and current sexual involvement influence the dependent variable independent of past experiences. Whereas all current and past experiences measured in the PAC model, with the exception of current courtship status, merged to form several interactive relationships with university students' affirmation of traditional beliefs about love, many of these same experiences influence beliefs in love's irrationality separately from one another. Only permissiveness and duration of courtship status interact with past experience variables. While all of the past experience variables relate to the dependent variable via the formation of interactive terms, all of the direct relationships to the irrationality dependent variable involve current situational variables. In general, the patterns of relationships between variables in the PAC model and this dependent variable are dissimilar both to those found for the other models and for the traditional subscale.

Technical school students

For technical school students the situational model explains 5.01 percent, the lifetime model 4.19 percent, and the PAC model 6.78 percent of the variance in irrationality subscale scores. The lifetime model explains less than the situational model while the PAC model is the most powerful.

While the PAC is the most powerful of the three models in relation to the irrationality subscale, this finding is in itself curious given that none of the past experience variables are significantly related to the dependent variable. The major effect of controlling for past experiences appears to involve alterations of the relationships between current situational variables and irrationality scores. In contrast to the situational model we find that all of the influential relationships with the dependent variable in the PAC model involve direct associations with current experiences. None of the variables in the most comprehensive model interact with any others. Currently being in love, sexual permissiveness, current sexual behavior, and gender are all directly and significantly related to beliefs in love's irrationality. This pattern of relationships is quite dissimilar from any of those discussed in the sections above.

SUPREMACY SUBSCALE

University students

Table 6.3 summarizes the findings for the supremacy subscale comparing all three romanticism models for the two student groups. For university students the situational model explains 9.63 percent, the lifetime model 8.71 percent, and the PAC model 8.23 percent of the variance in supremacy subscale scores. In contrast to previous findings the situational model explains the greatest proportion of variance in scores on this subscale suggesting that, with regard to beliefs in the supremacy of love to overcome obstacles to a successful relationship, collecting data on a respondent's current situation is sufficient and we gain nothing by including information of lifetime or past courtship experiences. In fact, we appear to decrease our explanatory power when we incorporate such information into our models as these past experience variables seem to manifest a suppressor effect upon the

Table 6.3: Proposition Summary Table: Supremacy Subscale, University and Technical Students

Propositions	University	Technical School
SITUATIONAL Model		
3. (in love)	-no relationship	-no relationship
(not in love)	-no relationship	-no relationship
4. (permissiveness -inverse)	-for males, inverse -interacts, duration, positive	-for males, inverse
6. (having sex -inverse)	-direct, inverse	-no relationship
Unanticipated*	-courtship, direct, positive	-duration, direct, positive
LIFETIME Model		
4. (permissiveness -inverse)	-for males, inverse	-for males, inverse
10. (love-inverse)	-direct, but positive	-no relationship
12. (sex-inverse)	-no relationship	-no relationship
PAC Model		
3. (in love)	-no relationship	-contingent, past sex, positive
(not in love)	-with having sex, positive	-contingent, permissiveness, inverse -contingent, past love, positive
4. (permissiveness -inverse)	-interacts, past love, for males, inverse -interacts, past courtship, positive	-interacts, past love, for males, inverse -interacts, past sex, positive -for not in love, inverse
6. (having sex -inverse)	-with not in love, positive -contingent, past courtship, inverse	-no relationship
18. (past love-inverse)	-interacts, permissiveness, for males, inverse	-interacts, permissiveness, for males, inverse -for not in love, positive
20. (past sex -inverse)	-no relationship	-for in love, positive -interacts, current courtship, inverse -interacts, permissiveness, positive -interacts, duration, inverse

Table 6.3 (continued)

Propositions	University	Technical School
Unanticipated*	-duration, direct, positive -current courtship, direct, positive	-past courtship, direct, positive

influence of current situational variables.

Technical school students

For these students the situational model explains 6.45 percent, the lifetime model 4.78 percent, and the PAC model 9.02 percent of the variance in supremacy subscale scores. Consistent with findings for the other subscales the lifetime model explains the least and the PAC model the most variation in supremacy scores suggesting again the need to include and clearly separate current and past experience variables for these students.

Similar to the findings for the traditional subscale, incorporation of technical school student's past experiences into a romanticism model result in modifications to the nature and significance of relationships between many situational independent variables and the dependent variable. With only two exceptions significant relationships in the PAC model to the supremacy subscale involve interactions between current and past experience variables. Past courtship experience is independently and significantly associated with the dependent variable and the current situational variables of permissiveness and not being in love interact forming a significant relationship to the supremacy variable. All other major influences upon technical school students' beliefs in love's supremacy are the result of the cumulative experiences from the past operating in conjunction with experiences of the current moment to the extent that these combined experiences cannot easily be separated or considered distinctive.

GLOBAL ROMANTICISM

University students

Table 6.4 which previously appeared as Table 4.7 summarizes the findings for English university students for all three models on global romanticism. As noted in Chapter IV, the situational model explains 6.74 percent, the lifetime model 4.75, and the PAC model 6.00 percent of the variance in global romanticism scores for these students. The situational model explains the greatest proportion of the variance in dependent variable scores and no substantial gains in explanatory power are made by incorporation within a model of university students' previous experiences in the areas of courtship, love, and sex. The strongest influences upon current romanticism for these students are those of the present situation. All of the situational model variables with the exception of current love status are significantly related to the dependent variable. The nature of these significant associations are for the most part direct with only permissiveness interacting with gender.

Technical school students

As noted in Chapter IV, the situational model explains 3.47 percent, the lifetime model 4.02 percent, and the PAC model 5.32 percent of the variance in romanticism scores for technical school students. In contrast to the findings for university students, our understanding of technical school student's conceptions of romantic love is increased when we incorporate previous courtship, love, and sexual experience

Table 6.4: Proposition Summary Table: Global Romanticism, University and Technical School Students

Propositions	University	Technical School
SITUATIONAL Model		
3. (in love)	-no relationship	-no relationship
(not in love)	-no relationship	-contingent, interaction permissiveness-duration, inverse
4. (permissiveness -inverse)	-for males, inverse	-interaction, duration for not in love, inverse
6. (having sex-inverse)	-direct, inverse	-contingent, courtship, positive
Unanticipated*	-duration, direct, positive -courtship, direct, positive	-males, direct, inverse
LIFETIME Model		
4. (permissiveness -inverse)	-for males, inverse -interaction, lifetime sex, positive	-for males, inverse -interaction, lifetime sex, positive
10. (love-inverse)	-no relationship	-no relationship
12. (sex-inverse)	-interaction, permissiveness, positive	-interaction, permissiveness, positive
Unanticipated*	-lifetime courtship, direct, positive	
PAC Model		
3. (in love)	-contingent, current courtship, positive	-no relationship
(not in love)	-no relationship	-no relationship
4. (permissiveness -inverse)	-for males, inverse -interaction, past sex, positive	-for males, inverse
6. (having sex -inverse)	-direct, inverse	-direct, but positive
18. (past love-inverse)	-no relationship	-for males, positive
20. (past sex -inverse)	-interaction, permissiveness, positive	-no relationship
Unanticipated*	-duration, direct, positive -past courtship, for males, positive	-duration, direct, positive -past courtship, direct, positive

* -refers to additional relationship(s) with dependent variable not specified in model

variables into a romanticism model. The differences between the two student subsamples in proportion of variance explained suggests that the romanticism models proposed in this study are more appropriate for university than for technical school students as the R^2 values are consistently higher for the university students across all models. This finding is not surprising as the models were derived from studies reported in the literature where research samples were typically composed of university students.

With the inclusion of past experience variables for technical school students into the PAC model we observe a number of changes in the relationships between situational independent variables and the dependent variable. The majority of these involve changes from interactive to direct relationships. However the influence of gender, which was expressed directly in the situational model, is now expressed indirectly via interaction with both present and past experience variables. All of the remaining significant relationships with the dependent variable are expressed directly and we can clearly distinguish the influence of current from past experiences upon technical school student's conceptions of romantic love.

THE ROMANTICISM MODELS

We have examined the relationships between the independent variables and the dependent variables of global romanticism and the romanticism subscales. These findings, together with those obtained for the relationships between the independent variables, will enable us to determine the extent to which each of the romanticism models require modification.

The Situational Model

Figure 6.1 on the following page presents separate path diagrams for the situational model for university and technical school students. To facilitate discussion of these diagrams we will follow the procedure adopted in previous chapters of restating the relevant propositions for a model and then discussing the findings from the data analysis.

Proposition 1: Courtship status influences current love status.

Proposition 2: The duration of the current courtship stage positively influences the amount of influence in proposition 1.

As these two propositions propose in effect an interactive relationship towards love status they will be discussed together. Among university students no interaction between courtship status and duration of that status is present in relation to either of the love statuses. Only current courtship status is found to be significantly associated with both being and not being in love. For this student group the first proposition is confirmed while the second is not.

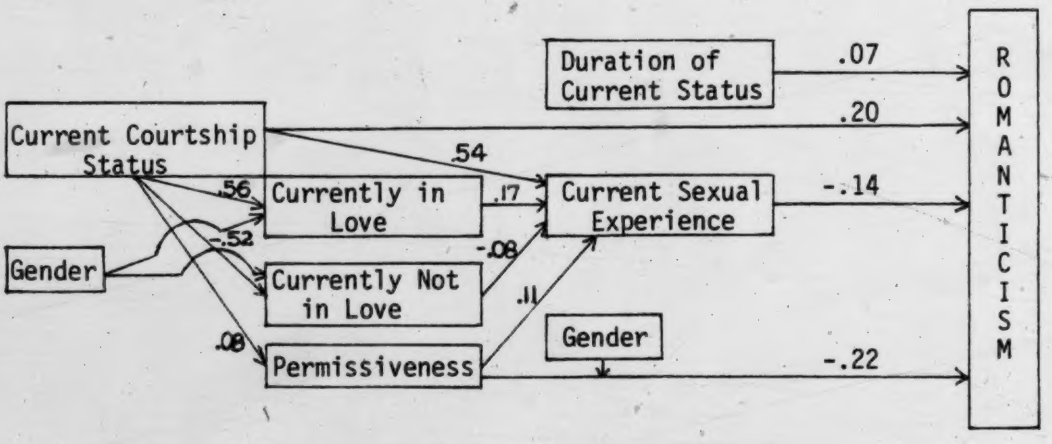
Among technical school students, current courtship status interacts with duration of courtship status forming an inverse significant relationship to only the status of currently not being in love. No interaction is present in relation to the status of currently being in love which is positively and significantly influenced by current courtship status only. For this student subsample proposition 1 is confirmed for the status of being in love and proposition 2 is confirmed for the status of not being in love.

Proposition 5: Courtship status positively influences premarital sexual permissiveness.

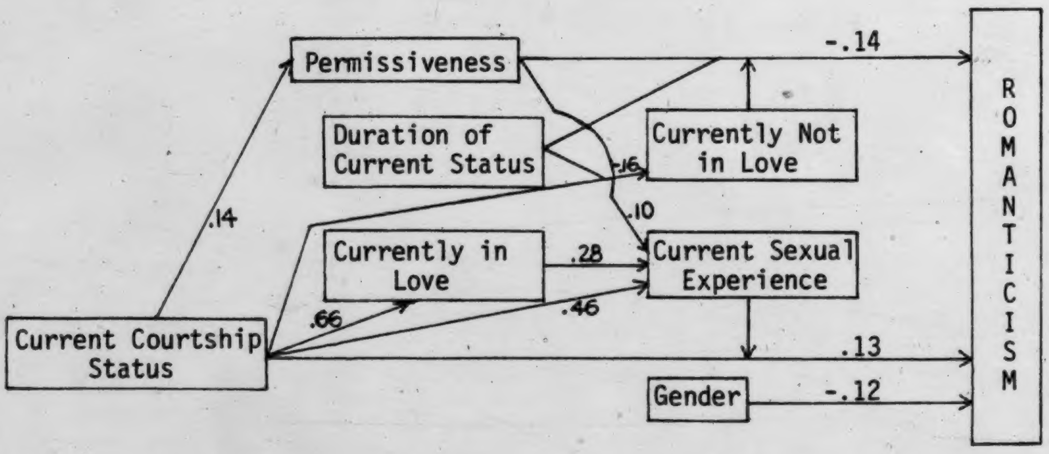
The proposition is confirmed for both English student subsamples.

Figure 6.1: The Situational Model of Romanticism

English University Students



English Technical School Students



The higher the current courtship status, the significantly more permissive are the sexual attitudes of university and technical school students.

Proposition 7: Courtship status positively influences current sexual experience.

This proposition is confirmed for both student subsamples. The higher the current courtship status the greater the likelihood that respondents are involved in a sexual relationship. However due to the manner in which the sexual involvement variable was constructed confirmation of this proposition may be more of an artifact of the research design itself as discussed previously in Chapter III.

Proposition 8: Current love status positively influences current sexual experience.

The proposition is basically confirmed for English students. Currently being in love is positively and significantly related to sexual involvement among both university and technical school students. Currently not being in love is significantly and inversely related to sexual involvement for university students only. Among technical school students this love status is unrelated to the sexual experience variable.

Proposition 9: Permissiveness level positively influences current sexual experience.

The proposition is confirmed for both groups of students. The higher the permissiveness level, the significantly greater the likelihood of sexual involvement.

In summary, almost all of the propositions in the situational model are confirmed. The exceptions include the lack of interaction between courtship status and duration of courtship status in relation to love status, particularly with regard to the status of being in love, and the lack of significant relationship between the status of not being in love and current sexual experience for technical school students only. Very few modifications are required for relationships between the independent variables in the situational model. However, numerous modifications are required in relation to the associations between independent variables and the global romanticism dependent variables.

The Lifetime Model

Figure 6.2 on the following page illustrates the modified lifetime models for university and technical school students. The relevant findings for the propositional statements are present below.

Proposition 11: Lifetime courtship experience positively influences lifetime love experience.

Proposition 13: Lifetime courtship experience positively influences lifetime sexual experience.

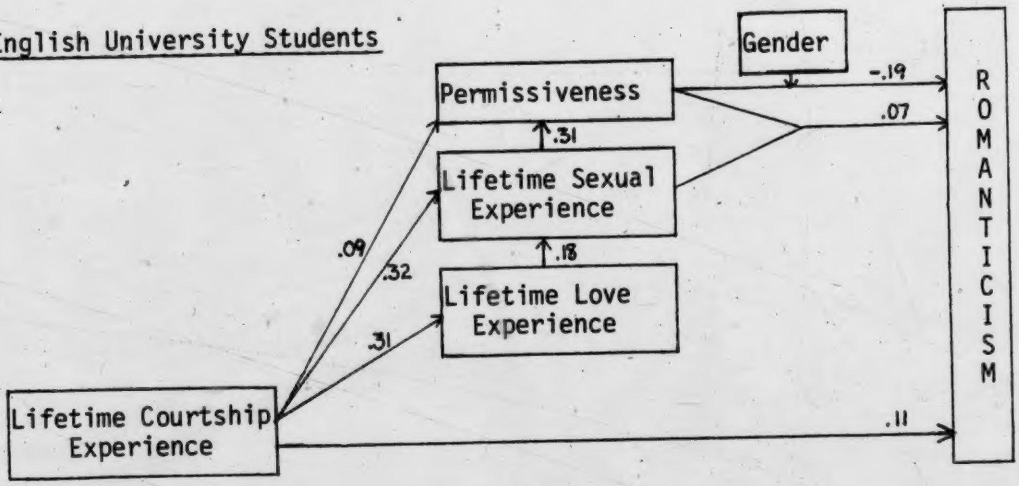
Proposition 14: Lifetime love experience positively influences lifetime sexual experience.

Proposition 15: Lifetime sexual experience positively influences permissiveness.

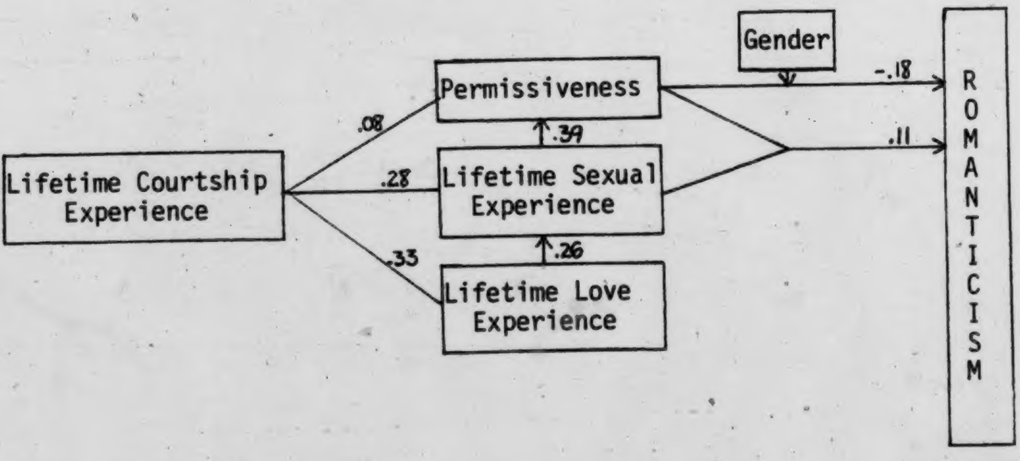
These propositions are all confirmed for both university and technical school students. The greater the number and intensity of courtship experiences during a student's lifetime, the significantly greater the number of love and sexual involvements during that time. Lifetime sexual experience is also significantly and positively influenced by lifetime love experience. Finally, lifetime sexual experience positively influences current sexual attitudes.

Figure 6.2: The Lifetime Model of Romanticism

English University Students



English Technical School Students



Proposition 16: Lifetime love experience positively influences permissiveness.

This proposition is not confirmed in either student subsample. The variable measuring lifetime love experience is statistically unrelated to current sexual permissiveness.

In summary, we have seen that all of the propositions except for proposition 16 are confirmed. Only one modification is required for this aspect of the model for both student groups. However other modifications, slightly different for university as opposed to technical school students, must be made regarding relationships between the independent variables and the dependent variable of global romanticism.

The PAC Model

Figures 6.3 and 6.4 illustrate the modified PAC models for university and technical school students respectively. The findings for relevant propositions are presented below. As the PAC model proposes several new relationships between independent variables, some of which pertain to variables contained within the situational model, further regression analyses were performed upon the situational variables controlling for the additional relevant past experience variables, a procedure which altered the sample size and subsequently produced slightly different path coefficients in a few instances. None of the proposed relationships between situational independent variables were altered in terms of attained level of statistical significance with one exception for technical school students. Whereas within the situational model the relationship between the status of currently not being in love and current sexual

Figure 6.3: The PAC Model of Romanticism for English University Students

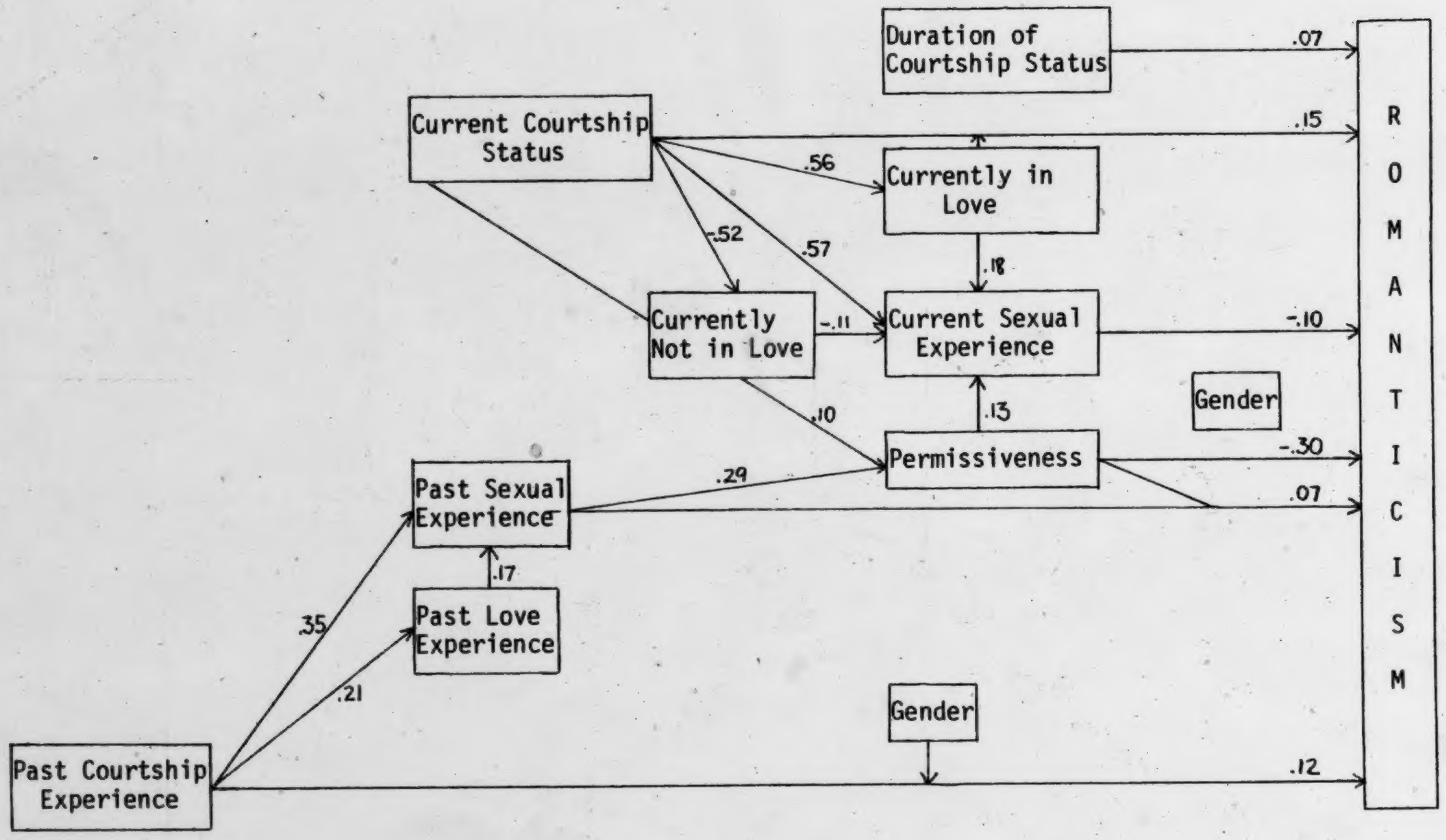
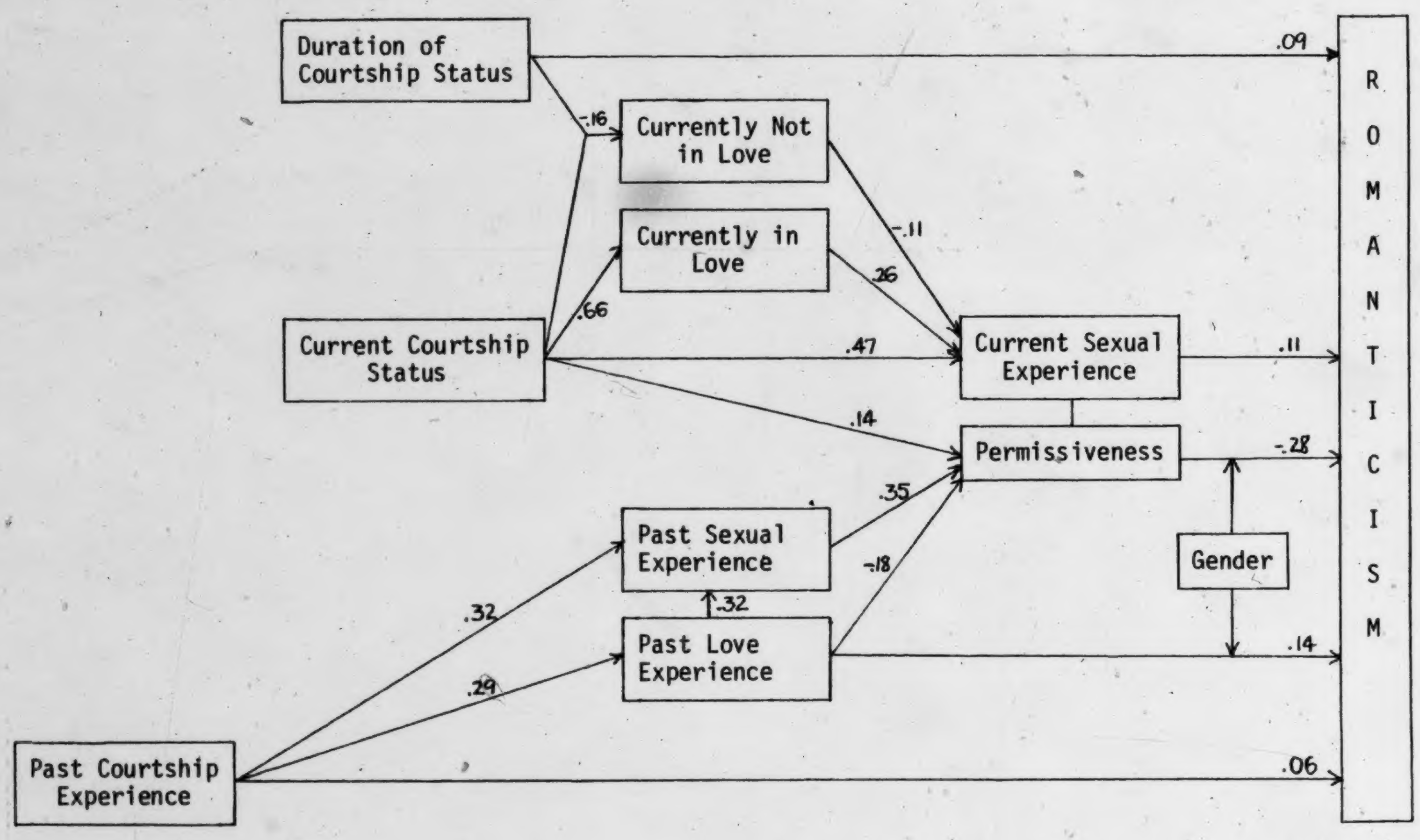


Figure 6.4: The PAC Model of Romanticism for English Technical School Students



experience does not achieve statistical significance, within the PAC model this relationship is significant and inverse. Therefore, proposition 8 is now confirmed for both English student subsamples. As no other changes to the situational portion of this model are warranted the remainder of the section will focus upon the additional propositions developed to incorporate past experience variables.

Proposition 19: Past courtship experience positively influences past love experience.

Proposition 21: Past courtship experience positively influences past sexual experience.

Proposition 22: Past love experience positively influences past sexual experience.

Proposition 23: Past sexual experience positively influences permissiveness.

These propositions are all confirmed for both university and technical school students. The greater the number and intensity of past courtship experiences the significantly greater the number of love and sexual involvements during that time period. Past love experience is found to be positively and significantly related to past sexual experience which variable, in turn, is found to be positively and significantly related to current sexual attitudes.

Proposition 24: Past love experience positively influences permissiveness.

This proposition is not confirmed. While among university students past love experience is unrelated to permissiveness, for technical school students past love experience is significantly but inversely related to sexual permissiveness. Thus, the greater the number of past love involvements the significantly lower the sexual permissiveness levels of technical school students.

In summary, all of the propositions except one relating to the past experience independent variables are confirmed. As with the other models, substantially more modifications to the PAC model are required for relationships between the independent and dependent variables than for relationships between the independent variables themselves. We shall return to a consideration of these models and the implications of the findings presented here during the course of the next chapter.

CHAPTER VII

SUMMARY AND CONCLUSIONS

In the first stage of the present study three models of romanticism were developed based on findings from previously conducted research in an attempt to determine the independent influence of a number of variables upon the conceptions of romantic love held by Canadian undergraduate students. One model focuses upon current situational courtship, love, and sexual experience variables. The second focuses upon these same experience variables measured from the perspective of a respondent's lifetime, and the third model focuses upon these variables separating current and past experiences in the same areas. Using multiple regression analysis techniques, each of the models were applied to data collected in an earlier research project (Hobart, 1979). The second, data analysis, stage attempted to determine the influence of the variables contained within each model and the models as a whole upon the global romanticism scores of French and English university and technical school students. Results from the preliminary analyses indicated that some of the models did not achieve statistical significance for the French students. This lack of significance could be due to measurement error introduced during the translation of the research instrument from the English to the French language or simply to the lack of relevance of the major independent variables for French students' romanticism. As a result of these findings French students were omitted from further analysis. More complete data analyses pertaining to global romanticism, the romanticism subscales, and relationships between independent variables were then performed only upon English university and technical school students.

Limitations of the present study

Before reviewing our findings, it is appropriate to review some limitations of the present study, most of which are methodological in nature. Perhaps the greatest problem involves the loss of descriptive information due to the presence of interactive relationships of various types between independent variables. In the case where interactive relationships are present it is not possible to disentangle the independent effects of each variable, nor to determine precisely at what point the actual interaction between two continuous variables occurs. In the case of contingency relationships where, in effect, a nominal dummy variable interacts with another independent variable, information is lost regarding the effect of that other independent variable for the remaining categories of the nominal variable.

For example, in the present study gender is frequently found to operate as a contingency variable upon the relationship between sexual permissiveness and the dependent variables of either global romanticism or the romanticism subscales. From the regression analyses we can determine how permissiveness relates to the dependent variables for males. Since, in this case, females are the reference category of the gender dummy variable, we cannot determine the independent effects of permissiveness upon the dependent variables controlling all other relevant variables for this category.

An alternative strategy for obtaining such information would involve analyzing the data separately for females, males, those in love, not in love and undecided, those having a sexual relationship and those not so involved, plus university and technical school students, a total of at least nine separate analyses and probably more given the possible combinations of these variables. Such a costly strategy would provide more detailed information about the romanticism of each category of respondents and is recommended for the future using the same data set as used in the present study.[1] However, the primary emphasis in this study has been the determination of the effects of certain variables with less emphasis on the actual description of romanticism of the student samples. The data analysis strategy adopted in the present study serves the important function of indicating where interactive relationships occur and therefore where further analysis should begin in the future. While serving this purpose, the strategy does at the same time involve the limitation, referred to earlier, of a loss of detailed information available to the reader interested in the substantive issue of romanticism itself.

With respect to information loss we must also note that the lifetime and past courtship experience variables have been constructed in such a manner as to merge two dimensions of these experiences. As a result of this construction we are unable to determine whether it is the actual number of, or the intensity of, such experiences which are more important for current romanticism. In effect we have created interactive variables subject to the same problems mentioned above.

One limitation of this study stems from the research design itself. The data utilized here were collected using a cross-sectional design. All data were collected at one point in time, relying upon accuracy of memory and honesty of the respondents particularly with respect to their reporting of past courtship, love, and sexual experiences. The limited number of independent variables selected for the present study are essentially structural in nature, that is, they primarily identify a respondent's position within a courtship, love, or sexual experience framework. None of the variables are processual in nature, directly reflecting behavior or experiential changing aspects of ongoing relationships. Data are not available for past conceptions of romanticism or changes in romanticism that occurred concomitant with changes in dating-courting experiences. Based upon the results of the regression analyses we have inferred processual lines of cause and effect between variables, inferences which must be offered and accepted with some degree of caution.

For example, we know that among university students current courtship status is positively associated with romanticism. Those students at more intimate levels of courtship have significantly higher romanticism than students at less intimate levels. We assume that movement from one level of courtship to the next causes beliefs in romantic idealism to increase, but we do not possess pertinent information on what it is about that movement which leads to the increase. Further, more detailed, information obtained through the use of some form of longitudinal design is obviously needed to fill in these gaps and to test the assumptions being made here.

A significant limitation of this study is reflected in the statistics indicating the amount of variation in the dependent variables explained by the romanticism models. The most powerful model for university students explains slightly less than 7 percent, and for technical school students just over 5 percent, of the variance in global romanticism scores. Unfortunately it is not possible to determine how this study compares with previous research since no previously published study has reported the proportion of variance explained by the independent variables utilized in that research.

In absolute terms, our coefficient of determination values appear to be low, although these low values may be partially understandable given the limitations of survey research, the existence of measurement error, and the fact that the present study is actually an exercise in "secondary analysis" whereby the variables were mainly created after the data were obtained. Bear in mind also the emphasis in this study upon determining the influence of certain variables rather than a complete explanation of romanticism. Still, despite the statistical significance of the models for English students, the explanatory power of the variables taken together is undeniably low. The same conclusion applies for the power of each independent variable considered apart from the others, as examination of the detailed tables in the appendices indicates that very few variables, either singly or interacting with others, explain more than one percent of the variance in the dependent variable. Again, how these findings compare with other research is unknown. Obviously additional variables are needed if we are to better predict the romanticism of Canadian undergraduate students, a subject to which we will return later.

Finally, we must note that due to the use of different measurement instruments for the dependent and most of the independent variables, findings from the present study cannot easily be compared with those obtained by other researchers, a problem that appears to be endemic to the romanticism literature. As many of the findings from the present study do not support those which are widely accepted within family sociology today, we obviously require further research of a more comparable nature in order to better determine the nature and antecedents of romanticism in Canadian, or American, society.

The Romanticism Models

Findings related to global romanticism scores indicate that the situational model explains the greatest proportion of the variance in university students' scores, while for technical school students the PAC model has the greatest explanatory power. While these findings suggest that future research on the romanticism of these student groups requires exploration of slightly different sets of variables, it must be noted that the suggested focus upon current situational factors for university students may result in a loss of information if attention is directed towards the romanticism subscales. Table 7.1 summarizes the findings regarding which models are the most powerful in predicting variation in global romanticism and romanticism subscale scores.

From this table we observe that the PAC model is the most powerful predictor for all levels of global and subscale romanticism for technical school students. Among university students the situational model is strongest for global romanticism and the supremacy subscale while the PAC model explains the greatest proportion of variance in traditional and irrationality subscale scores. Focussing solely upon current situational variables for university students would result in a loss of information regarding the sources of variation in certain aspects of university students' romanticism with a resulting detrimental effect upon resulting explanations. In summary, it appears that sufficient gains in information are made to warrant the inclusion of

Table 7.1: Most Powerful Models for Global and Subscale Romanticism, English University and Technical School Students

Dependent Variable	University	Technical School
Global romanticism	Situational model	PAC model
Traditional subscale	PAC model	PAC model
Irrationality subscale	PAC model	PAC model
Supremacy subscale	Situational model	PAC model

past experience variables when researching the romanticism of technical school students. Only limited gains, pertaining to two subscales, are realized when past experience information is obtained from university students. If the focus of future research is sufficiently narrow as to concentrate upon only global romanticism, then past experience variables need not be included in the research design.

With further reference to the subscales, in Chapter V we compared the sensitivity of each model to all three subscales for both student groups. It will be recalled that, based upon the R^2 values, each model has the weakest predictive power for the traditional subscale and the situational model failed to achieve statistical significance on this subscale for technical school students. The models consistently produced higher R^2 values for either the irrationality or the supremacy subscales. These findings indicate that whatever influence courtship, love, and sexual experience variables have upon general conceptions of romantic love, they have the least relevance for traditional beliefs about love and the greatest relevance for more immediate and experiential beliefs. In other words, variations in positions within the experience frameworks utilized in this study as independent variables are more closely linked to immediate beliefs in how love is experienced and how important love is to a successful relationship vis-a-vis other factors. Variations along the independent variables are not as closely linked to the more general or abstract aspects of romanticism. Inclusion of additional variables pertaining to more general socialization experiences towards love and marriage may increase the sensitivity of the models to the beliefs contained in the traditional subscale. However, it is not unlikely that conceptions about love are undergoing transformations within our society, particularly with reference to these traditional beliefs, similar to those occurring in the realms of marriage and divorce. Accordingly, these beliefs may no longer be as relevant to undergraduate students' romanticism.

The findings presented in previous chapters also indicate that creation of lifetime experience variables actually result in an overall loss of information as the lifetime model is the weakest predictor of global and subscale romanticism for both university and technical school students. Combining both past and present experiences into one set of variables appears to result in the suppression of effects of certain influential variables and, accordingly, this research strategy should be discouraged.

In summary, the present study indicates that two different models are most appropriate for research on university and technical school students' romanticism. These models are reproduced in Figures 7.1 and 7.2 on the following pages. The models are diagramed in a manner similar to their initial presentation in Chapter II with the appropriate modifications necessitated by the research findings.

Figure 7.1: The Situational Model of Romanticism for English University Students

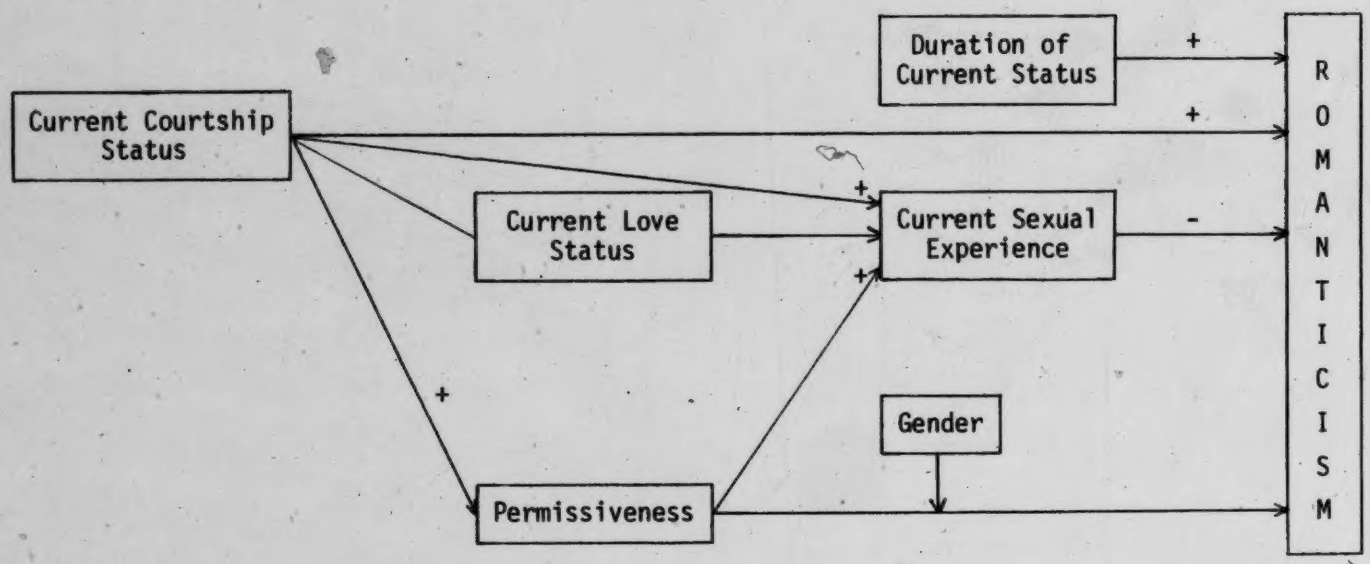
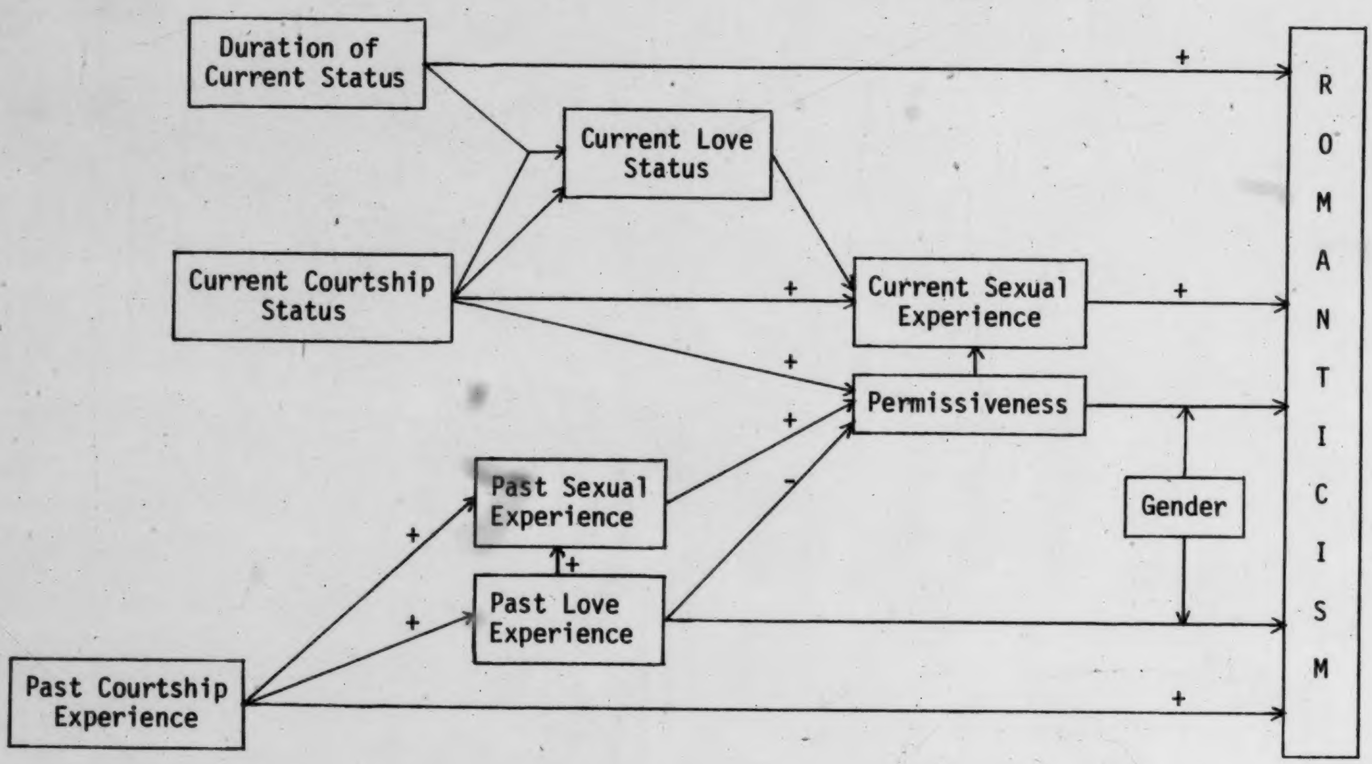


Figure 7.2 The PAC Model of Romanticism for English Technical School Students



The Romanticism Variables

Each of our models is composed of variables identified in previous studies as influencing romanticism. For the most part these influences were ascertained through the use of bivariate analysis techniques on data collected from university student samples. Utilization of multivariate analysis techniques in the present study on data collected from a more diverse research sample has produced findings that are frequently at odds with those reported in the literature. In this section we shall briefly review the findings for variables selected from the strongest models and compare our findings with those obtained elsewhere.

Gender. The often reported gender differences in conceptions about romantic love (Hobart, 1958; Knox and Sporakowski, 1968; Fengler, 1974; Rubin, 1974) appear in this study to be more often an indirect result of the operation of other variables upon the dependent variable. However, the suggestion of Kanin *et al.*, (1970) that gender differences in romanticism may be a function of the duration of courtship are not borne out in the present study when other variables are being controlled for, although it must be noted that the present study measures the duration variable in a different manner than do Kanin *et al.*, who focus upon the entire length of time lapsed within a relationship while our study focuses upon the time lapsed within a given courtship status only.

Nor does gender interact with current courtship status as suggested by Fengler (1974). Courtship status is found to be directly and positively related to the romanticism of university students in our study and unrelated to the romanticism of technical school students within the PAC model. For both male and female university students, the sample most comparable to that of Fengler, romanticism significantly increases with increases in courtship status. The suggested interactions derive from studies that do not appear to have controlled for all of the variables contained within our models. When we examine our findings we observe that gender interacts with sexual permissiveness for both university and technical school students and with past love experience among students from technical school only. Differences in romanticism between males and females are a function of differences in the relationships between their sexual attitudes and their beliefs about love, as well as their past love experiences for some students. Neither of these independent variables can easily be integrated into the traditionally offered explanations for gender differences in romanticism. At the very least, explanations based upon the functional necessity of differential idealism about love between the genders need to be expanded to incorporate the role of sexual attitudes, past love experiences, and educational setting (and its correlates) in relation to romanticism.

One important gender difference from our analysis should be noted. Regardless of which model is being tested, university males are consistently and significantly less affirming of beliefs in love's irrationality than are females. Similar findings are obtained for technical school students only with the PAC model. The gender difference among university students may be related to the claim of Kanin _et al_. (1970) that females, once they have decided that they are in love, experience the emotions of love more intensely than do males. This claim is consistent with our finding that females more strongly believe that love is irrational, even though current love status in our study has no bearing upon this relationship. Whether experiences lead to beliefs, or beliefs to experiences, cannot be determined here but the possible complementarity of the two sets of findings is deserving of further study.

Sexual Experience. One of the more interesting findings from the present study pertains to the differential influence upon romanticism of sexual experience. Among university students, those who are sexually involved have significantly lower romanticism than those not so involved, but among technical school students, those who are sexually involved have significantly higher romanticism scores. The university students confirm the aim-inhibition hypothesis while the technical school students refute that hypothesis. Given the manner in which the current sexual experience variable was created and the significance of the findings pertaining to this variable, there is sufficient reason to suggest that future research should examine the exact nature of the relationship between having sexual relations and romanticism for different student and nonstudent groups.

More specifically, the present study has determined that sexual involvement, regardless of the amount, is an influential factor upon romanticism. The issue of quantity of sexual involvement in relation to romanticism is still unresolved. In addition, as mentioned in Chapter II the broader issue of type of sexual involvement and its possible influence upon romanticism needs to be ascertained. Are the effects upon romanticism different for different types of sexual activity? Why are the directions of the relationships between sexual involvement and romanticism different for the two student subsamples?

These are researchable questions which hopefully can be answered in the near future.

Love Experience. In Chapter II it was noted that previously conducted research had not considered the possible influence upon romanticism of whether or not a person was in love. This study proposed that current love status and past love experience would significantly influence conceptions of romantic love. When we examine the findings for the most powerful models for each English student sample we observe that being and not being in love are both unrelated to the dependent variable. As we have seen in the previous chapter, the current love statuses are significantly related to current sexual experience for both student groups. It would appear therefore that the influence of love status upon romanticism is expressed indirectly via the sexual experience variable and these love statuses do not have a direct independent influence upon romanticism. However, we have also noted that past love experience is differentially related to romanticism for technical school male and female students even though current love status is unrelated to the dependent variable. These findings suggest that future research need not be concerned with whether or not their respondents are currently in love and can focus instead upon whether they are sexually involved and, for technical school students, what level of involvement in love relationships they have had in the past.

Sexual Permissiveness. This variable measuring attitudes towards premarital sexual involvement is found to have a significant influence upon the romanticism of both university and technical school students confirming the findings of Reiss (1967) and Hobart (1974). However we also find that the nature of the influence of permissiveness on the dependent variable is contingent upon gender. For both university and technical school males, permissiveness is inversely related to romanticism which again confirms the findings of earlier researchers. Due to the nature of the data analysis techniques utilized in this study we cannot draw any conclusions regarding the direction of the relationship between permissiveness and the dependent variable although we have some evidence (see footnote 1) to suggest that it is inverse to the finding for males and therefore in contradiction to previous research (Reiss, 1967:45, 80). The possible gender differences require further exploration particularly since examination of the detailed tables found in Appendices A and B indicate that, at least for males, sexual permissiveness makes the greatest single contribution to the R^2 value for the model regardless of which model or student subsample we observe. The sexual attitudes variable frequently explains the same amount, if not more, of the variance in the dependent variable than do all of the remaining variables in the model added together. In other words, the strongest single predictor of male romanticism is sexual permissiveness, another cognitive variable. Whether the same finding applies to females cannot be determined here. Should subsequent research produce similar findings then the relationship between romanticism and permissiveness could be profitably explored through the considerably greater volume of research on antecedents of sexual permissiveness attitudes and standards.

Conclusions

This study began with the development of a number of propositions derived from the available literature and testable upon an already existing data source. Most of the proposed relationships between selected independent variables and the romanticism dependent variable hypothesized the attenuation of idealism about romantic love with increased levels of intimacy measured in a variety of ways. Following suggestions stemming from a general Freudian framework, it was anticipated that, with increased involvement in courtship relations, "reality testing" would lead to a decrease in romanticism as relationships failed to conform to the idealistic expectations held by the participants. However, examination of the significant relationships found within the most powerful models for university and technical school students reveals the presence of a number of variables which augment, not attenuate, romantic idealism.

Among university students, romanticism increases with increased courtship status and duration of that status. Among technical school students, duration of courtship status, sexual involvement, past courtship experience, and past love experience for males all augment romanticism. Rather than produce a disillusioning effect, certain types of increased intimacy appear to promote or reinforce idealism about romantic love.

While the above mentioned factors augment romanticism, we also find that sexual permissiveness attitudes attenuate romanticism for university and technical school males. In addition, current sexual involvement has a depressing effect upon romanticism scores for university students. For university males, sexual experience measured in terms of both attitudes and behavior reduces romanticism. For technical school males only sexual permissiveness attitudes, not sexual involvement, attenuate romantic idealism. Our analyses also indicate an attenuating influence of sexual behavior on romanticism for university females and an augmenting influence of permissiveness attitudes. Sexual behavior augments technical school females' romanticism but our analyses provide no information on the influence of their sexual attitudes and past love experiences.

These findings do not provide evidence to unequivocally support or refute the Freudian framework. The aim-inhibition hypothesis itself is confirmed only among university students, at least insofar as our focus is limited to conceptions of love. The lack of consistent attenuation of romanticism in association with variations in our independent variables suggests that theorists working out of the Freud-Waller tradition (see Chapter II) have oversimplified the processes involved in modifying ideas and meanings of love. If increasing intimacy does provide reality testing conditions, then only some of these conditions weaken, while others strengthen, romanticism.

Greater support appears to exist for the development of a social learning theory of romantic love stressing the differential reinforcement effects of specific courtship, love, and sex experiences and attitudes upon conceptions of romantic love. As the present study utilized a cross-sectional survey research design, the collected data unfortunately do not provide information permitting an examination of the dynamics between intimacy and romantic love conceptions. At present we can only state that certain types of intimacy are associated with increased romanticism and other types of intimacy are associated with decreased romanticism. Future researchers must therefore address themselves to attempts at explicating the full nature of these associations.

In terms of empirical research, it seems clear that the dynamics between intimacy and romanticism beliefs could best be studied with the use of some form of longitudinal, in-depth, research design wherein more detailed information must be obtained pertaining to the nature and meaning of specific events for romanticism. Perhaps the best method involves a limited cross-sequential design (Schaie, in Troll, 1975) which combines both the cross-sectional and longitudinal approaches. Here different generational samples are repeatedly measured on various dimensions over a selected period of time. Some of the samples can be matched on major variables of interest such as courtship and sexual experience or lack thereof, premarital sexual permissiveness standards, and so on. Other samples, while matched on these characteristics, can vary along important dimensions such as social class and ethnicity backgrounds. The collected processual data can be compared across samples to determine the contribution of generational, social class, and ethnicity effects upon the other independent variables under consideration. While this method offers the greatest advantages for valid data collection, it is obviously an ambitious and costly design.

Following from the present study, specific events to be examined would include, for example, sexual experience in its various forms, the movement from one courtship status to another such as from going steady to becoming engaged, and the effects of spending more time with a relationship partner, as these events and experiences impinge upon the conceptions of love held by the respondents. To be complete, a social learning theory and the research upon which it is based must also be able to specify the reciprocal influence of romantic love conceptions upon dating, sexual, and love experiences. The phenomenological approach of Schwartz _et al_. (1980) in this regard may provide some guidance for both survey researchers in the formation of their measurement instruments and for theorists in their theory building endeavours.

Such theory and research must confront the Canadian experience reflected in the data collected in the present study whereby the romanticism beliefs of English and French university and technical school students are somewhat dissimilar. The extent of similarities and differences in the romanticism of English and French students must be further explored. As we have seen in Chapters III and IV, the present study faced certain problems with translation of the questionnaire that must be overcome in the future if accurate comparisons between these two cultures are to be made. From our findings it appears that the independent variables considered here do not have the same degree of applicability for an understanding of Quebec student's romanticism as they do for students from other regions of Canada. The reasons for this apparent finding have yet to be determined and provide an interesting challenge to future researchers. Assuming that the measurement problems can be resolved, attention should focus more fully upon the meaning of love for French speaking students and upon the gathering of additional information in an attempt to ascertain which variables do have stronger influences upon those love conceptions.

In addition to linguistic background differences, the present study has also pointed up differences between students from different educational settings. Limiting our focus for the moment to English respondents, we can first note that, on the surface, university and technical school students appear to be quite dissimilar in terms of factors influencing their conceptions of romantic love. However, as

Table 7.2: Summary of Main Variable Effects Upon Global Romanticism, English University and Technical School Students

Variable	University	Technical School
Currently in love	-no relationship	-no relationship
Currently not in love	-no relationship	-no relationship
Sexual permissiveness	-for males, inverse	-for males, inverse
Current sexual involvement	-direct and inverse	-direct but positive
Duration of courtship status	-direct and positive	-direct and positive
Current courtship status	-direct and positive	-no relationship
Past love experience	-	-for males, positive
Past courtship experience	-	-direct and positive

indicated in Table 7.2, which compares the influence of variables contained within the situational model for university students to those within the PAC model for technical school students, a number of similarities do exist. This comparison is undertaken with full recognition that the models do not control for the effects of the same variables in both instances. However, the comparison serves a heuristic purpose in providing us with insight into what appear to be the major similarities and differences between these two student groups.

Similarities include the lack of significant relationships between romanticism and current love status, the relationship between the dependent variable and permissiveness for males, as well as the relationships between romanticism and duration of courtship status. Differences include the influence of current sexual involvement and the differentially significant variables of current courtship status, past love experience, and past courtship experience. As noted earlier, romanticism among technical school students appears to be influenced by past experience variables more than is the case with university students, who are most strongly influenced by current experiences.

Yet we are confronted with the anomalous finding that, whereas the significant influences of past experience variables upon the romanticism of technical school students are in a positive direction, university students generally score higher on the romanticism scale. The differential influence of current sexual involvement fails to account for the significantly higher romanticism of university students. The positive effect of current courtship status on the romanticism of university students and the lack of influence of this independent variable for technical school students may provide part of the answer, as may the stronger association of some variables to the dependent variable among university students. Still, on the one hand we have a difference between the student groups in terms of the global dependent variable. On the other hand we have differences between the student groups in terms of the influence of certain independent variables which, in themselves, do not appear to account for the different romanticism levels of the groups.

It is obvious that the variables included in the present study are insufficient in scope and number to explain the existent differences in romanticism between students from different school settings and between students within the same educational setting. In part, this deficiency is attributable to the orientation of this, and other, research projects wherein the focus is mainly upon an identification of factors that modify existing conceptions of romantic love. Such a focus precludes consideration of factors associated with the initial development of such conceptions. If our goal is to explain romanticism at the individual level, then we must expand our research orientation and include, along with our modifying variables, additional variables associated with that initial learning. We have already indicated, in previous pages, the need for new methodologies to increase the depth of our knowledge regarding the influence of certain variables.

Before considering what additional variables should be incorporated into future research we must first restate some of our basic assumptions. One major assumption of the present study has been that the Love Attitude Inventory, in either a complete or an abbreviated form, does in fact measure our dependent variable of romanticism. A further and related assumption is that individuals within our socio-cultural system do hold conceptions about romantic love that are measureable. Such assumptions are essential to the whole sociological literature on romanticism.

Numerous authors (e.g., Udry, 1974; Skolnick, 1978) have commented upon the socialization of individuals into vocabularies, motives, fantasies, and symbols of romantic love within American, and presumably Canadian, culture, beginning with the fairy tales of the nursery and continuing with the mass media of movies, television, and popular music for elementary school age children, teenagers, and even adults. Although none of these authors have specifically indicated how these images about love are incorporated into individual world views, some assimilation process is assumed to occur such that by at least the age level of the respondents in the present study, each person does hold a conception about the meaning and characteristics of love, the role of love vis-a-vis marriage, the appropriate actions of a lover, the feelings and experiences to be expected when one is in love, and so on. However, it must be assumed that such conceptions are basically "implicit" in the sense of being more "felt" than "understood" (Schwartz et al., 1980:159) as evidenced by the difficulty involved in trying to articulate them (Turner, 1970; Berscheid and Walster, 1974). These implicit conceptions of love would be similar to what are known as "naive" or implicit theories of personality or of relationships (see Wolfe, 1974). It must also be concluded that the term implicit can be equally applied to notions about love held by family scholars, given their difficulties in defining, and agreeing upon definitions of, romantic and other types of love.

It is the task of the social scientist to attempt to construct an instrument that will measure these implicit conceptions to some degree and, based upon these measurements, to attempt to derive generalizations regarding their composition, complexity, permanence, and susceptibility to influences at either the socio-cultural or individual level. Because these conceptions of love are implicit, amorphous and therefore lacking in conceptual clarity and consistency, and difficult to articulate, it is not always possible to determine whether or not a given measurement instrument fully captures their essential components. It seems reasonable, and necessary, to assume that the abbreviated Love Attitude Inventory measures at least some aspects of conceptions of romanticism held by our respondents pertaining to beliefs in love's irrationality, the supremacy of love in overcoming potential obstacles to a continuing relationship, and beliefs relating in large part to what may be termed as the more traditional notion of "one true love."

Regardless of what form romantic or other conceptions of love take at the general socio-cultural level, a central but as yet inadequately considered issue pertains to the socialization of individuals living within a socio-cultural context into these conceptions. As noted above, numerous authors have identified sources of love socialization but have not empirically addressed the issues of which of these sources are most salient at different points over a person's lifetime and what aspects of the socialization from these different sources is most and least resistant to modification by subsequent experience.

It seems reasonable to assume that conceptions about love are closely related to conceptions of marriage, marital role expectations, and sexuality. It seems reasonable to further assume that different social classes and ethnic groups will vary in their world views regarding love, sex, and marriage as suggested by the brief historical overview presented in Chapter II. The present study has indicated that the romanticism of French and English university and technical school students varies and is influenced by slightly different sets of variables. Previous research (Hobart, 1972, 1974) indicates that premarital sexual permissiveness and marital role expectations also vary by ethnicity and educational background. This earlier research suggests that attitudes held by members of the family of orientation, and by members of one's peer group, strongly influence a respondent's orientations towards premarital sex and marriage.

It can be posited that similar influences are exerted upon romanticism. Similarities between a respondent's romanticism and that transmitted by his or her parents and peers is an area of research that appears to have been neglected in the existing empirical literature. In addition, the influence of one's intimate relationship partner has also been neglected. Incorporation of variables measuring the level of similarity or dissimilarity between the romanticism of a respondent and these others into research designs should enhance our ability to explain existing levels of romanticism held by students today.

In general, it appears that exploration of the linkages between conceptions of marriage, sex, and romanticism and their antecedents related to economic, social class, and ethnicity backgrounds provide the most promising direction for future research on the subject of romanticism at the individual level. Further and more detailed examination of responses by members of the research samples in the present study to each of the statements, considered separately, contained in the Love Attitude Inventory, may provide additional stimulation and guidance for further research. A statement by statement analysis could help pinpoint specific areas of similarity and difference between educationally and linguistically different subsamples, areas that could be incorporated into research and theory.

Finally, findings reported in Chapters IV and V on respondent's mean scores for global romanticism and the subscales indicate that the sample as a whole is neither highly romantic nor characterized by low levels of romanticism. The findings indicate that the traditional subscale is the least strongly endorsed which suggests that the "one true love" notion, suggested by Udry (1974) and Schwartz _et_ _al_. (1980) to be the central component of romanticism, may be declining in importance.

There have been many major social changes influencing modern family life in the past two decades including, for example, the women's movement, increasing female labour force participation, changing values and behaviors in human sexuality both within and without marriage, increasing liberalization of attitudes and laws pertaining to divorce and the concomitant rising divorce rates. However, perhaps the one major change that has influenced romanticism more than any other has been the human potential movement which appears to have given rise to what Goode (1977:394) refers to as the "radical new romanticism." This new romanticism, which may be more a middle class phenomenon given the apparent sphere of influence of the human potential movement, is characterized by an increased sense of unlimited freedom of choice in intimate relationships, with an accompanying decline of the more traditional expectations for one love partner-one lifetime marriage. In addition, strong expectations exist that "self-realization" and "personal growth" will and should be central components of all intimate relationships. These emphases upon the growth potential of relationships and the implicit permanent-availability-of-partners model (Farber, 1973) do not in themselves appear to preclude marriage but may operate to attenuate the link between romantic love and marriage, as indicated by the lesser endorsement of the traditional subscale in our findings. In other words, while romantic love may still be an important precondition for marriage, romantic love in itself does not necessarily have to lead to marriage and may become an end in itself.

Despite the possible decline of beliefs that being in love inevitably and necessarily leads to marriage, the evidence presented in this study still indicates support among respondents for beliefs in the irrational, experiential component of love, and for the centrality and power of love in binding or holding relationships together. The stronger relative endorsement of both the irrationality and supremacy subscales and the greater contribution of these subscale scores to global romanticism may be a reflection of attempts to attain the goals of personal growth and experience within the context of intimate love relationships. From the available evidence we can conclude at least for this research sample, that while the nature and meaning of love may have changed somewhat from previous time periods, love is important and still counts.

Footnotes

1. To ascertain the validity of this suggestion for future research, an analysis was performed on the situational model for global romanticism using data on female university students only. The findings from this analysis are presented below. Of greatest importance is the finding that sexual permissiveness is significantly but positively related to romanticism among university females. The direction of this relationship is the inverse of that obtained for males in the analysis performed on all university students. All of the remaining relationships are identical to those obtained from the analyses reported in Chapter IV on global romanticism. We can conclude that sexual permissiveness is inversely related to the dependent variable for males and positively related to romanticism for females when other variables from the situational model are controlled for in the English university subsample.

Multiple Regression Summary: Global Romanticism, Situational Model, English University Female Students

R^2=.0381 F=2.381 P=.029 N=368

Variable	B	Beta	F	R^2
Permissiveness	.4403	.0874	2.573*	.0050
Current Courtship Status	.5215	.1918	6.250**	.0198
Having Sex	-1.1302	-.1181	2.461*	.0048
Duration of Current Courtship Status	.1575	.0911	2.778*	.0073
Currently in Love	.3749	.0411	.266	.0001
Currently Not in Love	.4547	.0483	.430	.0012
Constant	31.7093			

*Significant beyond the .05 level

**Significant beyond the .001 level

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APPENDIX A: Detailed Regression Summary Tables, Global Romanticism English and French University and Technical School Students

Table A.1: Multiple Regression Summary, Global Romanticism, Situational Model, English University Students

R^2 = .0674 F = 7.406 P = .0000 N = 725

Variable	B	Beta	F	R^2***
Permissiveness X Male	- .6024	-.2198	29.696**	.0368
Current Courtship Status	.5005	.2012	12.542**	.0069
Currently Having Sex	-1.3355	-.1411	6.695**	.0076
Duration of Courtship Status	.1271	.0740	3.992**	.0060
Currently in Love	.2695	.0296	.265	.0051
Currently Not in Love	.2696	.0292	.324	.0000
Permissiveness	.2310	.0479	1.373	.0031
Constant	32.7478			

**Significant beyond the .01 level

***Note: The values of R^2 given for each variable indicate the proportion of variance in the dependent variable explained by each variable independent of, and in addition to, the variance explained by the other variables in the equation.

Table A.2: Multiple Regression Summary, Global Romanticism, Lifetime Model, English University Students

R^2 = .0475 F = 7.379 P = .0000 N = 735

Variable	B	Beta	F	R^2
Permissiveness X Male	-.5288	-.1893	22.377**	.0288
Lifetime Courtship Experience	.2205	.1108	7.860**	.0125
Permissiveness X Lifetime Sexual Experience	.0366	.0741	2.661*	.0031
Lifetime Love Experience	.0335	.0078	.042	.0001
Permissiveness	.0050	.0010	.001	.0031
Constant	33.9720			

*Significant beyond the .05 level

**Significant beyond the .01 level

Table A.3: Multiple Regression Summary, Global Romanticism, PAC Model, English University Students

R^2 = .0600   F = 4.752   P = .0000   N = 693

Variable	B	Beta	F	R^2
Permissiveness X Male	-.8288	-.2986	15.917**	.0316
Current Courtship Status X Currently in Love	.3155	.1561	8.093**	.0067
Past Courtship Experience X Male	.2161	.1157	2.157*	.0027
Currently Having Sex	-.9364	-.0988	3.558**	.0034
Duration of Courtship Status	.1223	.0699	3.457**	.0009
Permissiveness X Past Sexual Experience	.0368	.0659	2.385**	.0030
Currently Not in Love	.5164	.0553	1.434	.0009
Permissiveness	.2150	.0440	.875	.0013
Past Courtship Experience	.0666	.0312	.331	.0092
Past Love Experience	.0875	.0213	.316	.0002
Constant	33.0963			

*Significant beyond the .05 level

**Significant beyond the .01 level

Table A.4: Multiple Regression Summary, Global Romanticism, Situational Model, English Technical School Students

R^2 = .0347 F = 2.923 P = .003 N = 659

Variable	B	Beta	F	R^2
Permissiveness X Duration of Courtship Status X Currently Not in Love	- .0724	-.1441	3.884**	.0026
Current Courtship Status X Currently Experiencing Sex	.2639	.1306	3.184**	.0047
Male	-1.1383	-.1230	9.325**	.0139
Duration of Courtship Status	.2017	.1170	6.293**	.0066
Currently Not in Love	.9914	.1020	1.897	.0035
Current Courtship Status	- .2076	-.0832	1.100	.0014
Currently in Love	- .2486	-.0269	.184	.0008
Permissiveness	.0195	.0043	.010	.0013
Constant	32.6364			

**Significant beyond the .01 level

Table A.5: Multiple Regression Summary, Global Romanticism, Lifetime Model, English Technical School Students

R^2 = .0402 F = 5.144 P = .0000 N = 612

Variable	B	Beta	F	R^2
Permissiveness X Male	-.5281	-.1882	16.866**	.0263
Permissiveness X Lifetime Sexual Experience	.0502	.1093	4.384**	.0096
Permissiveness	.3920	.0773	2.232*	.0001
Lifetime Courtship Experience	.0821	.0408	.852	.0040
Lifetime Love Experience	-.0039	-.0009	.000	.0002
Constant	31.7313			

*Significant beyond the .05 level

**Significant beyond the .01 level

Table A.6: Multiple Regression Summary, Global Romanticism, PAC Model, English Technical School Students

R^2 = .0532 F = 2.736 P = .002 N = 548

Variable	B	Beta	F	R^2
Permissiveness X Male	- .7869	-.2840	10.926**	.0193
Past Love Experience X Male	.4670	.1358	2.073*	.0060
Currently Having Sex	1.0611	.1127	2.495**	.0044
Duration of Courtship Status	.1606	.0923	4.332**	.0068
Past Courtship Experience	.1413	.0674	1.940*	.0079
Permissiveness	.4877	.0991	3.397**	.0031
Currently Not in Love	.4234	.0435	.523	.0003
Past Love Experience	- .1499	-.0366	.324	.0029
Currently in Love	- .2453	-.0264	.122	.0007
Current Courtship Status	- .0421	-.0175	.061	.0018
Past Sexual Experience	.0127	.0065	.015	.0000
Constant	30.7293			

*Significant beyond the .05 level

**Significant beyond the .01 level

Table A.7: Multiple Regression Summary, Global Romanticism, Situational Model, French University Students

R^2 = .0502 F = 1.375 P = .218 N = 190

Variable	B	Beta	F	R^2
Permissiveness	.9696	.1606	4.771**	.0224
Duration of Current Courtship Status	-.1828	-.0927	1.395	.0106
Currently Having Sex	-.8600	-.0883	.631	.0022
Currently in Love	.8588	.0871	.703	.0037
Currently Not in Love	-.5895	-.0474	.246	.0110
Current Courtship Status	.0966	.0386	.123	.0000
Male	-.2168	-.0226	.096	.0004
Constant	28.1250			

**Significant beyond the .01 level

Table A.8: Multiple Regression Summary, Global Romanticism, Lifetime Model, French University Students

R^2 = .0598 F = 1.929 P = .078 N = 189

Variable	B	Beta	F	R^2
Lifetime Sexual Experience X Permissiveness	.2573	.4795	5.385**	.0203
Lifetime Sexual Experience X Lifetime Love Experience	-.2159	-.4503	4.308**	.0223
Lifetime Love Experience	.4275	.1010	.932	.0043
Male	-.6602	-.0668	.858	.0057
Lifetime Courtship Experience	.1027	.0505	.391	.0019
Permissiveness	.0937	.0152	.029	.0054
Constant	28.1155			

**Significant beyond the .01 level

Table A.9: Multiple Regression Summary, Global Romanticism, PAC Model French University Students

R^2 = .1515 F = 1.922 P = .032 N = 190

Variable	B	Beta	F	R^2
Permissiveness	1.0065	.1630	3.442**	.0207
Current Courtship Status	- .7865	-.3272	3.158**	.0060
Currently Having Sex	- .9102	-.0935	.227	.0001
Male	.1278	.0131	.025	.0010
Currently in Love	- .1321	-.0132	.011	.0009
Past Courtship Experience	-1.0150	-.4425	6.722**	.0013
Current Courtship Status X Past Love Experience	.3909	.5932	8.528**	.0004
Currently Not in Love X Past Sexual Experience	1.1781	.3695	7.677**	.0002
Currently Having Sex X Past Courtship Experience	.9441	.4971	5.094**	.0102
Past Courtship Experience X Past Sex Experience	.1753	.4442	6.718**	.0000
Past Love Experience X Past Sex Experience	- .4552	-.6954	14.144**	.0639
Current Not in Love X Duration of Current Courtship Status	- .4114	-.2423	4.417**	.0261
Currently Having Sex X Duration of Current Courtship Experience X Past Love Experience	- .1524	-.3367	3.398**	.0206
Constant	30.9428			

**Significant beyond the .01 level

Table A.10: Multiple Regression Summary, Global Romanticism, Situational Model, French Technical School Students

R^2 = .1214 F = 4.3996 P = .0003 N = 187

Variable	B	Beta	F	R^2
Permissiveness X Currently Having Sex	.8642	.2762	9.574**	.0440
Currently in Love	-2.0844	-.2406	5.787**	.0001
Duration of Current Courtship Status X Male	- .3204	-.2266	7.784**	.0217
Permissiveness X Duration of Current Courtship Status	.0949	.2024	4.966**	.0538
Currently Not in Love	- .6611	-.0695	.593	.0008
Permissiveness	- .4469	-.0796	1.139	.0010
Constant	30.0725			

**Significant beyond the .01 level

Table A.11 Multiple Regression Summary, Global Romanticism, Lifetime Model, French Technical School Students

R^2 = .0368 F = 1.336 P = .251 N = 181

Variable	B	Beta	F	R^2
Male	-1.3454	-.1517	3.569**	.0242
Lifetime Sexual Experience	.2340	.1152	1.750	.0096
Lifetime Courtship Experience	- .0826	-.0382	.202	.0018
Lifetime Love Experience	- .0218	-.0060	.006	.0003
Permissiveness	- .0176	-.0030	.001	.0008
Constant	29.3684			

**Significant beyond the .01 level

Table A.12: Multiple Regression Summary, Global Romanticism, PAC Model, French Technical Students

R^2 = .1354 F = 2.557 P = .009 N = 157

Variable	B	Beta	F	R^2
Permissiveness X Current Courtship Status X Currently Having Sex	.1755	.2821	7.143**	.0561
Duration of Current Courtship Status X Male	- .3075	-.2258	6.303**	.0371
Currently in Love	-1.5156	-.1769	2.061*	.0105
Permissiveness X Past Courtship Experience	- .1121	-.1631	2.913**	.0152
Past Sex Experience	.1702	.0781	.823	.0051
Currently Not in Love	- .4592	-.0505	.216	.0000
Past Love Experience	- .0118	-.0037	.002	.0011
Duration of Current Courtship Status	.2365	.1443	2.595	.0045
Permissiveness	.0463	.0082	.008	.0059
Constant	29.3493			

*Significant beyond the .05 level

**Significant beyond the .01 level

APPENDIX B: Detailed Regression Summary Tables, Romanticism Subscales, English University and Technical School Students

Table B.1: Multiple Regression Summary, Traditional Subscale, Situational Model, English University Students

$R^2 = .0296$ F = 3.121 P = .003 N = 725

Variable	B	Beta	F	R^2
Permissiveness X Current Courtship Status	.0601	.1630	6.775**	.0029
Permissiveness X Currently Having Sex	-.1999	-.1341	5.351**	.0069
Duration of Current Courtship Status X Currently Not in Love	.0848	.1070	4.233**	.0024
Permissiveness X Male	-.1245	-.0901	4.756**	.0064
Currently in Love	.2454	.0535	.970	.0029
Permissiveness	.2416	.0994	4.869	.0077
Duration of Current Courtship Status	-.0036	-.0041	.009	.0004
Constant	8.6588			

**Significant beyond the .01 level

Table B.2: Multiple Regression Summary, Irrationality Subscale, Situational Model, English University Students

R^2 = .0558 F = 6.048 P = .000 N = 725

Variable	B	Beta	F	R^2
Duration of Current Courtship Status X Currently in Love	.1272	.1976	10.984**	.0145
Current Courtship Status	.1805	.1601	7.880**	.0353
Currently Not in Love	.4469	.1069	4.964**	.0011
Duration of Current Courtship Status X Permissiveness	-.0217	-.0974	4.033**	.0005
Male	-.2387	-.0584	2.487**	.0043
Currently Having Sex	-.1595	-.0372	.452	.0001
Permissiveness	.0969	.0443	.993	.0000
Constant	11.0668			

**Significant beyond the .01 level

Table B.3: Multiple Regression Summary, Supremacy Subscale, Situational Model, English University Students

R^2 = .0963 F = 10.914 P = .000 N = 725

Variable	B	Beta	F	R^2
Permissiveness X Male	-.3885	-.2565	41.708**	.0526
Currently Having Sex	-.6621	-.1266	5.558**	.0045
Current Courtship Status	.1576	.1146	4.200**	.0014
Permissiveness X Duration of Current Courtship Status	.0245	.0901	4.507**	.0040
Currently in Love	-.3442	-.0684	1.458	.0001
Currently Not in Love	-.3363	-.0659	1.702	.0034
Permissiveness	-.2575	-.0966	4.666	.0305
Constant	13.9198			

**Significant beyond the .01 level

Table B.4: Multiple Regression Summary, Traditional Subscale, Situational Model, English Technical School Students

R^2 = .0103 F = .964 P = .456 N = 659

Variable	B	Beta	F	R^2
Currently in Love	-.3605	-.0861	1.773	.0016
Permissiveness	.1326	.0654	2.548**	.0042
Duration of Current Courtship Status	.0479	.0614	2.302**	.0031
Currently Not in Love	-.2108	-.0480	.811	.0012
Currently Having Sex	.1010	.0232	.158	.0000
Current Courtship Status	.0145	.0128	.044	.0001
Male	-.0378	-.0090	.050	.0000
Constant	8.7631			

**Significant beyond the .01 level

Table B.5: Multiple Regression Summary, Irrationality Subscale, Situational Model, English Technical School Students

R^2 = .0501   F = 5.733   P = .000   N = 659

Variable	B	Beta	F	R^2
Duration of Current Courtship Status X Currently in Love	.1039	.1591	6.709**	.0332
Current Courtship Status X Currently Having Sex	.1126	.1186	5.864**	.0085
Permissiveness X Duration of Current Courtship Status	-.0205	-.0957	3.236**	.0055
Male	-.1983	-.0456	1.314	.0026
Currently Not in Love	.1226	.0269	.302	.0001
Permissiveness	.1290	.0612	1.675	.0002
Constant	10.9958			

**Significant beyond the .01 level

Table B.6: Multiple Regression Summary, Supremacy Subscale, Situational Model, English Technical School Students

R^2 = .0645 F = 6.407 P = .000 N = 659

Variable	B	Beta	F	R^2
Permissiveness X Male	-.2782	-.1913	20.178**	.0290
Duration of Current Courtship Status	.0747	.0773	3.850**	.0048
Currently in Love	-.2813	-.0542	.744	.0014
Current Courtship Status	-.0691	-.0494	.683	.0026
Currently Not in Love	.2562	.0470	.826	.0014
Currently Having Sex	.2224	.0413	.529	.0005
Permissiveness	-.1790	-.0712	2.734	.0246
Constant	12.9807			

**Significant beyond the .01 level

Table B.7: Multiple Regression Summary, Traditional Subscale, Lifetime Model, English University Students

R^2 = .0266 F = 3.979 P = .001 N = 735

Variable	B	Beta	F	R^2
Lifetime Courtship Experience X Lifetime Love Experience	.0257	.0983	2.859*	.0038
Permissiveness	.1547	.0603	2.351*	.0088
Lifetime Sexual Experience	.0350	.0377	.803	.0027
Male	-.1125	-.0239	.408	.0000
Lifetime Love Experience	.0561	.0257	.217	.0112
Constant	8.8480			

*Significant beyond the .05 level

Table B.8: Multiple Regression Summary, Irrationality Subscale, Lifetime Model, English University Students

R^2 = .0393 F = 4.968 P = .000 N = 735

Variable	B	Beta	F	R^2
Permissiveness X Lifetime Sexual Experience	.0484	.2178	5.560**	.0041
Lifetime Sexual Experience X Lifetime Love Experience	-.0434	-.1889	3.589**	.0047
Lifetime Courtship Experience	.1234	.1377	11.799**	.0098
Male	-.2721	-.0655	3.112**	.0042
Lifetime Love Experience	-.1059	-.0552	.902	.0166
Permissiveness	-.1014	-.0449	.883	.0000
Constant	11.9084			

**Significant beyond the .01 level

Table B.9: Multiple Regression Summary, Supremacy Subscale, Lifetime Model, English University Students

R^2 = .0871 F = 13.902 P = .000 N = 735

Variable	B	Beta	F	R^2
Permissiveness X Male	-.3752	-.2590	43.164**	.0541
Lifetime Love Experience	.1548	.0696	3.387**	.0042
Lifetime Courtship Experience	.0323	.0311	.626	.0005
Lifetime Sexual Experience	.0162	.0171	.174	.0001
Permissiveness	-.1851	-.0708	2.986	.0083
Constant	13.4619			

**Significant beyond the .01 level

Table B.10: Multiple Regression Summary, Traditional Subscale, Lifetime Model, English Technical School Students

R^2 = .0265 F = 3.297 P = .006 N = 612

Variable	B	Beta	F	R^2
Permissiveness	.1976	.0860	3.527**	.0053
Lifetime Sexual Experience	.0676	.0847	2.999*	.0106
Lifetime Courtship Experience	.0359	.0393	.756	.0090
Male	-.0882	-.0205	.232	.0004
Lifetime Love Experience	.0204	.0105	.056	.0012
Constant	8.2290			

*Significant beyond the .05 level

**Significant beyond the .01 level

Table B.11: Multiple Regression Summary, Irrationality Subscale, Lifetime Model, English Technical School Students

R^2 = .0419 F = 5.297 P = .000 N = 612

Variable	B	Beta	F	R^2
Permissiveness X Male	-.1534	-.1146	6.212**	.0006
Lifetime Courtship Experience	.0730	.0754	2.835*	.0178
Lifetime Love Experience	.0648	.0314	.511	.0014
Lifetime Sexual Experience	.0262	.0311	.409	.0045
Permissiveness	.3942	.1623	11.174	.0177
Constant	10.0324			

*Significant beyond the .05 level

**Significant beyond the .01 level

Table B.12: Multiple Regression Summary, Supremacy Subscale, Lifetime Model, English Technical School Students

R^2 = .0478 F = 6.085 P = .000 N = 612

Variable	B	Beta	F	R^2
Permissiveness X Male	-.3249	-.2142	21.849**	.0464
Lifetime Sexual Experience	.0302	.0316	.425	.0006
Lifetime Love Experience	-.0722	-.0309	.498	.0005
Lifetime Courtship Experience	-.0164	-.0150	.113	.0003
Permissiveness	-.0359	-.0131	.073	.0001
Constant	13.0179			

**Significant beyond the .01 level

Table B.13: Multiple Regression Summary, Traditional Subscale, PAC Model, English University Students

R^2 = .0400 F = 2.178 P = .009 N = 693

Variable	B	Beta	F	R^2
Past Sexual Experience X Currently in Love	.2145	.1776	4.395**	.0012
Past Sexual Experience X Currently Having Sex	-.2031	-.1765	3.707**	.0052
Current Courtship Status	.1496	.1214	3.447**	.0022
Past Courtship Experience X Male	.1118	.1177	1.856*	.0026
Past Love Experience X Currently Not in Love	.2186	.1073	4.622**	.0074
Permissiveness	.1176	.0477	1.303	.0060
Duration of Current Courtship Status	.0330	.0371	.878	.0006
Currently Having Sex	.2238	.0475	.317	.0013
Male	-.6341	-.1375	3.441	.0015
Currently in Love	-.3362	-.0723	.780	.0000
Past Courtship Experience	-.0434	-.0402	.456	.0033
Past Love Experience	.0879	-.0420	1.005	.0065
Past Sexual Experience	.0555	.0540	.814	.0022
Constant	8.7252			

*Significant beyond the .05 level

**Significant beyond the .01 level

Table B.14: Multiple Regression Summary, Irrationality Subscale, Pac Model, English University Students

R^2 = .0940 F = 5.877 P = .000 N = 693

Variable	B	Beta	F	R^2
Permissiveness X Currently in Love	.3130	.2283	14.194**	.0189
Past Courtship Experience X Duration of Current Courtship Status	-.0274	-.1874	3.164**	.0035
Current Courtship Status	.2107	.1851	8.767**	.0289
Currently Not in Love	.7340	.1690	10.347**	.0064
Past Courtship Experience X Past Love Experience	-.0489	-.1606	2.283**	.0020
Permissiveness X Past Sexual Experience	.0303	.1167	6.355**	.0068
Currently Having Sex	-.3750	-.0861	1.825*	.0008
Male	-.3201	-.0752	4.019**	.0053
Duration of Current Courtship Status	.0824	.1003	2.010	.0006
Permissiveness	-.1541	-.0678	2.289	.0004
Past Courtship Experience	.2792	.2805	5.326	.0010
Past Love Experience	-.1010	-.0523	.497	.0194
Constant	10.7477			

*Significant beyond the .05 level

**Significant beyond the .01 level

Table B.15: Multiple Regression Summary, Supremacy Subscale, PAC Model, English University Students

R^2 = .0823 F = 5.552 P = .000 N = 693

Variable	B	Beta	F	R^2
Permissiveness X Past Love Experience X Male	- .1171	-.2052	19.846**	.0267
Past Courtship Experience X Currently Having Sex	- .1501	-.1545	5.288**	.0055
Permissiveness X Past Courtship Experience	.0463	.1465	5.839**	.0016
Current Courtship Status	.1107	.0856	1.967*	.0001
Duration of Current Courtship Status	.0683	.0732	3.487**	.0010
Currently Having Sex X Currently Not in Love	1.1328	.0681	2.961**	.0054
Currently in Love	- .2258	-.0463	.563	.0021
Past Sexual Experience	- .0021	-.0019	.002	.0000
Permissiveness	- .4894	-.1894	15.825	.0329
Currently Not in Love	- .1974	-.0400	.508	.0010
Past Love Experience	.3568	.1625	13.185	.0059
Constant	13.2593			

*Significant beyond the .05 level

**Significant beyond the .01 level

Table B.16: Multiple Regression Summary, Traditional Subscale, PAC Model, English Technical School Students

R^2 = .0627 F = 2.983 P = .001 N = 548

Variable	B	Beta	F	R^2
Permissiveness X Past Sexual Experience	.0586	.2539	7.673**	.0036
Duration of Current Courtship Status X Currently in Love	-.1195	-.1940	8.214**	.0002
Past Sexual Experience X Male	-.1468	-.1643	2.850**	.0052
Current Courtship Status X Currently Having Sex	.1416	.1620	5.228**	.0065
Past Sexual Experience X Currently Having Sex	-.1396	-.1392	3.812**	.0067
Past Courtship Experience X Male	.1204	.1319	1.794*	.0011
Past Love Experience X Currently Not in Love	-.1794	-.0979	3.325**	.0035
Permissiveness	.0560	.0272	.244	.0148
Duration of Current Courtship Status	.1410	.1809	13.005	.0125
Male	-.2188	-.0523	.385	.0008
Past Courtship Experience	-.0127	-.0135	.045	.0060
Past Love Experience	.1024	.0559	1.274	.0019
Constant	8.0664			

*Significant beyond the .05 level

**Significant beyond the .01 level

Table B.17: Multiple Regression Summary, Irrationality Subscale, PAC Model, English Technical School Students

R^2 = .0678 F = 3.908 P = .000 N = 548

Variable	B	Beta	F	R^2
Currently Having Sex	.5569	.1265	3.206**	.0101
Currently in Love	.4347	.0999	1.801	.0034
Male	-.3985	-.0913	4.199**	.0098
Permissiveness	.1611	.0700	2.123*	.0097
Duration of Current Courtship Status	.0181	.0222	.256	.0043
Current Courtship Status	.0175	.0156	.049	.0300
Past Courtship Experience	.0151	.0154	.104	.0004
Currently Not in Love	.0692	.0152	.066	.0001
Past Love Experience	.0222	.0116	.060	.0001
Past Sexual Experience	.0037	.0041	.006	.0000
Constant	10.4656			

*Significant beyond the .05 level

**Significant beyond the .01 level

Table B.18: Multiple Regression Summary, Supremacy Subscale, PAC Model, English Technical School Students

R^2 = .0902 F = 4.070 P = .000 N = 548

Variable	B	Beta	F	R^2
Past Sexual Experience X Current Courtship Status	- .0788	-.3085	5.676**	.0147
Past Love Experience X Currently Not in Love	.5708	.2525	11.059**	.0039
Past Sexual Experience X Permissiveness	.0711	.2494	5.263**	.0024
Permissiveness X Currently Not in Love	- .4080	-.2341	7.400**	.0047
Permissiveness X Past Love Experience X Male	- .1105	-.2008	15.601**	.0266
Past Sexual Experience X Duration of Current Courtship Status	- .0322	-.1912	3.473**	.0055
Past Sexual Experience X Currently in Love	.2359	.1888	2.945**	.0072
Past Courtship Experience	.0711	.2494	2.025*	.0049
Currently Having Sex	.1324	.0255	.127	.0002
Currently in Love	-1.2125	-.2358	5.569	.0008
Duration of Current Courtship Status	.1539	.1601	6.713	.0022
Current Courtship Status	.1887	.1419	2.120	.0036
Permissiveness	- .0859	-.0316	.226	.0135
Constant	11.9254			

*Significant beyond the .05 level

**Significant beyond the .01 level